

# **SPRING 2005**

# **Test Administration Manual**

For School Test Coordinators and Test Administrators

## **HSAP Schedule**

Date	Activity
By April 12, 2005:	schools receive test materials.
Within 24 hours of receipt:	STC notifies DTC of any missing materials.
By April 12, 2005:	STC trains TAs and monitors, and distributes <i>Test Administration Manuals</i> .
Tuesday, April 19, 2005:	HSAP English language arts (Session 1)
Wednesday, April 20, 2005:	HSAP English language arts (Session 2)
Thursday, April 21, 2005:	HSAP Mathematics
April 22–29, 2005:	HSAP make-up test window. Make-up test dates must be scheduled within this window.
Immediately after test administration:	TAs return all test materials to the STC.
Within two business days after make-up testing:	STC accounts for and returns materials to DTC.

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#### INTRODUCTION

The Education Accountability Act of 1998 (EAA), S.C. Code Ann. § 59-18-300 (Supp. 2001), requires that the South Carolina Department of Education (SDE) develop or adopt and administer standards-based assessments including a high school exit examination, which is first administered in the spring of the second year after the student's initial enrollment in high school. The High School Assessment Program (HSAP) will replace the current Basic Skills Assessment Program (BSAP) as the state exit examination.

The HSAP is administered in two subject areas: English language arts (ELA) and mathematics.

## Using this Manual

This manual includes information necessary for School Test Coordinators (STCs) and Test Administrators (TAs) to carry out the administration of the HSAP tests. Procedures required before, during, and after test administration are described below.

#### **Test Schedule**

The HSAP must be administered according to the testing schedule located on the inside front cover of this manual.

If a student is absent on a scheduled testing date, a make-up date must be scheduled. Each TA must provide the STC with a list of students who need to participate in make-up testing. A Student Make-Up Roster is provided in Appendix E of this manual.

## **Suggested Testing Times**

The HSAP tests are not timed; however, each session must be completed during a single day. The following time <u>estimates</u> are provided for scheduling purposes only:

English language arts, Session 1	2 hours
English language arts, Session 2	2 hours
Mathematics	3 hours

Students should be encouraged to take **as much time as they need** to complete each test within the school day.

## **Make-Up Testing Schedule**

Students must make up tests they miss during the make-up dates located on the inside front cover of this manual. If a student is unable to take a missed test during the make-up period, the student's next opportunity to take the test will be during the next regular administration of the test (§ 59-30-100, Code of Laws of South Carolina, 1976).

The administration of one test per day is recommended. However, students may take two makeup tests in one day, if absolutely necessary. If two tests are administered on the same day, the student must complete both tests on that day.

## **Test Security Guidelines**

Test security is critical. The importance of security is underscored by South Carolina legislation. Please take time to read and understand this information; you will be responsible for maintaining the security of test materials.

The following test materials are secure for the HSAP:

- Test booklets (all regular and customized versions, including oral scripts)
- Any paper with student writing on it (e.g., lined scratch paper, graph paper, reference sheets)

Any breach of test security must be reported in accordance with the test security legislation and regulations cited below.

## **Test Security Legislation**

S.C. Code Ann. § 59-1-445(Supp. 2002) addresses violations of mandatory test security, penalties, and investigations. The following is an excerpt from this section:

- (1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:
  - (a) Give examinees access to test questions prior to testing;
  - (b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;
  - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
  - (d) Make answer keys available to examinees;
  - (e) Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;
  - (f) Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.
    - Any person violating the provisions of this section or regulations issued hereunder is guilty of a misdemeanor and upon conviction must be fined not more than one thousand dollars or be imprisoned for not more than ninety days, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.
- (2) The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.
- (3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the State Department of Education in test development or selection, test-form construction, standard setting, test scoring,

and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

## **State Board Regulations**

Following are the amended test security regulations passed by the State Board of Education in accordance with S.C. Code Ann. § 59-1-447(1990):

- I. Tests administered by or through the State Board of Education shall include but are not limited to:
  - A. The statewide tests; as defined in the State Board of Education Regulation 43–262, including field tests and pilot tests;
  - B. Examinations for admission to teacher education program and teacher certification examinations:
  - C. Examinations for admission to programs such as the gifted and talented program; The High School Equivalency Program test (GED).
- II. As used in this regulation, "local school board" means the governing board of a public school district as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.
- III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of the materials during testing and the storage of all secure tests and test materials, before, during, and after testing. Before and after testing all materials must be stored at a location(s) in the district under lock and key. This also applies to district-owned materials that are the same as those used in any State-operated testing or assessment program. Throughout the time testing materials are under the control of the school district, tests must be secured under lock and key when not in use for approved test administration activities.
- IV. Each District Superintendent must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the State Department of Education (SDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments which are utilized in testing programs administered by or through the State Board of Education.
- V. State-owned test materials and district-owned materials that are the same as those utilized in any State-mandated testing program must not be used for census testing in the grades included in the State-mandated program(s) except on testing dates specified by the State Department of Education.
- VI. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SDE.

- VII. A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction;
  - B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met
- VIII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the High School Equivalency Program test (GED) forfeits all opportunities to retake the test(s).
- IX. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. Section 59-1-445 (1990). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- X. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data, and as such are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.
  - A. Failing to administer tests on the test dates specified by the SDE.
  - B. Failing to maintain an appropriate testing environment, free from undue distractions.
  - C. Failing to proctor the test to ensure that examinees are engaged in appropriate test-taking activities.
  - D. Providing examinees with access to test questions or specific test content prior to testing.
  - E. Providing examinees with access to answer keys prior to or during testing.
  - F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question or specific test content.
  - G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secured test.
  - H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.
  - I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during or after testing.

- J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
- K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
- L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
- M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
- N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
- O. Not providing accommodations (to include customized test forms and modifications) as appropriate for students with Individual Education Programs or 504 Plans. This includes providing more accommodations (customization, modifications) than appropriate.
- P. Excluding examinees or exempting from assessment students who should be assessed.
- Q. Failing to return test materials for all examinees.
- R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.
- S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
- T. Altering test scores in electronic records or files.
- U. Failing to report a security breach.
- XI. The South Carolina Department of Education has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.
- XII. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division.
- XIII. If a security breach occurs in a district rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district by the State Department Education at the discretion of the State Board of Education.
- XIV. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credential of an educator may be suspended or revoked based on evidence of violation of test security provisions.

#### **Administrative Guidelines for Secure Test Administration**

• The STC should observe test administration activities and monitor adherence to test security. Examinees should be made aware that monitoring might occur during testing.

- All test materials must be kept in secure, locked storage when not in use.
- Before testing, access to secure materials is restricted to **supervised sessions** conducted by the STC. Sessions supervised by the STC for coding student demographic information may be held the week before testing.
- Review of test administration directions in oral administration scripts is restricted to supervised sessions held after school on the day before each test.
- After testing, access to secure materials is restricted to make-up testing sessions and supervised sessions for completing or editing demographic codes on student test booklets.
- TAs are encouraged to walk around the room during testing to check that students are marking their answers in the correct sections of the test booklets. It is permissible to alert students that their answers are being marked in the wrong sections of the test booklets. However, it is not permissible to stop and read test items or students' responses in students' test booklets.

## **Student Participation**

Participation guidelines are located on the office of assessment HSAP Web site. You can access the guidelines at the following address:

http://www.myscschools.com/offices/assessment/Programs/HSAP/GuidelinesS05.pdf

Students who meet the participation criteria for alternate assessments should be tested according to the SDE Participation Guidelines for Alternate Assessments. You can access the guidelines from the Office of Assessment Web page at the following address:

http://www.myscschools.com/offices/assessment/Programs/SWD/ParticipationGuidelines081903.doc

The following are participation guidelines for other special groups of students:

- Students with Disabilities Students with disabilities must participate in accordance with their Individualized Education Program or 504 Accommodations Plan. (See Appendix C.)
- 2. **Home-based Instruction Students** Home-based instruction students normally receive instruction at a place other than their school because the IEP team has determined it to be the most appropriate, least restrictive environment for the student. The district must send a TA to the student's place of instruction for testing.
- 3. **Adult Education Students with Disabilities** Students with disabilities in adult education centers who are 21 years of age or younger and who do not have diplomas may be served under the provisions of IDEA or Section 504. The IEP or 504 Accommodations Plan must state any accommodations or modifications to be used. Students who are older than 21 cannot be served under the provisions of IDEA but may be served under Section 504. Prior to taking the test, students who are older than 21 must provide documentation that they were served under an IEP or 504 Accommodations Plan in high school.
- 4. Suspended and Expelled Students (with or without disabilities) Students who are suspended must be tested. The district may consider delaying the suspension dates,

bringing students into school during suspension for testing purposes only, or testing students in alternate locations. The district is not required to test expelled students who do not have IEPs. When a student with an IEP has been expelled, a new IEP must be written that outlines the services to be provided during the expulsion period and the manner in which the student will be tested.

- 5. **Homebound Students (with or without disabilities)** Homebound students are those students who receive instruction at home or in a hospital because they cannot attend school due to illness, accident, or pregnancy, even with the aid of transportation [24 S.C. Code Ann. Regs. 43-241 (Supp. 2000)]. The district must administer the required test to a student who is homebound, except in individual cases where it is documented that the student is not physically and/or mentally able to take the test.
- 6. **Home School Students** A student who is in a home schooling program approved by the local school board of trustees must participate in HSAP testing. "The tests must be administered by a certified school district employee either with public school students or by special arrangement at the student's place of instruction, at the parent's option. The parent is responsible for paying the TA if the test is administered at the student's home." (§ 59-65-40 (A) (6), Code of Laws of South Carolina, 1976.)
- 7. **Limited English Proficient (LEP) Students** An LEP student is defined as a student who has a primary language other than English and who is not proficient in listening, speaking, reading, or writing in the English-speaking classroom as determined by a language assessment instrument and academic content area assessments. See Appendix D for information regarding accommodations for LEP students.

Note: The HSAP tests are not available in alternate language formats.

## **Test Administrator Requirements**

TAs must meet one of the following criteria. TAs must have been trained to administer the test and be:

- 1. an employee of the district who is certified;
- 2. an employee of the district who is a critical needs teacher and has a letter of eligibility, an interim certificate, or a critical needs certificate;
- 3. a substitute teacher who is certified and employed by the district on an as needed basis:
- 4. someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement, change of career, etc., and has been approved by the DTC as a qualified test administrator; or
- 5. someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC as a qualified test administrator.

TAs may not administer tests to close relatives (e.g., children, grandchildren, nieces, nephews).

TAs must meet the specified criteria even if the test is administered in a location other than the school.

## <u>Test Administrator Responsibilities</u>

- Be in the room at all times when materials are not in locked storage. TAs may not leave the room during testing or when secure test materials are out of locked storage, even if a monitor is present.
- Understand and follow the South Carolina legal requirements for test security and State Board regulations on test security.
- Become familiar with test administration procedures prior to testing.
- Verify the number of test booklets received from the STC on test day.
- Distribute test materials to and collect them from students.
- Answer students' questions regarding directions, but not test content.
- Ensure that students have the proper test materials.
- Ensure that students mark responses properly in their test booklets.
- Check that students are working independently.
- Make a list of students absent from testing and give it to the STC for make-up testing.
- Account for and return all test materials to the STC.
- Maintain test security.

#### **Monitors**

**A monitor is required for all test administrations**, including individual administrations when a student, such as a homebound or home school student, is tested in other locations.

One monitor is recommended for every thirty-five students. Large-scale administration of the test is **not** recommended (i.e., multiple classes in one testing room).

A monitor can be a teacher's aide, a parent, or other district or school personnel (e.g., music teachers, P.E. teachers, counselors, etc.). Monitors may not monitor rooms where their close relatives are being tested.

Prior to test day, the STC (with the aid of the TA) should review testing procedures, test security, and monitor responsibilities with monitors.

#### Monitor Responsibilities

- Distribute and collect materials needed during testing (e.g., No. 2 pencils, test booklets, calculators, handouts) as directed by the TA.
- Ensure that students receive the correct test booklets.
- During testing, ensure that students:

- ✓ receive additional sharpened pencils when needed;
- ✓ follow directions;
- ✓ mark their responses in the appropriate area of the test booklet;
- ✓ use only the allowable supplemental materials specified in this manual; and
- ✓ do not give or receive help from other students.
- Help maintain test security.
- Refer all student questions to the TA.
- Check restrooms before allowing students to enter to make sure they do not contain reference materials (e.g., books, notes, writing on towels or walls). This is especially important for schools where examinees are permitted to leave the testing room early.
- Serve as a messenger between the TA and STC during testing, if an emergency occurs. (Monitors may leave the room for short periods of time to relay messages.)

## **Calculator Use Policy**

School- or student-owned calculators may be used during the mathematics test; however, test questions are written so that a calculator is not necessary.

Test takers may use basic 4-function, scientific, or graphing calculators during the mathematics test. The following types of calculators are **not** allowed:

- pocket organizers;
- Palm Pilots, Visors, or other Palm-based devices;
- handheld PCs that use a writing tablet or QWERTY (Typewriter) keyboard;
- calculators that use symbolic manipulation capability, such as the Casio FX 2.0, HP 40g or 49g, or Texas Instruments TI-89 or TI-92; and/or
- calculators that "talk" or otherwise make noise, such as the AudioCalc. (See Appendix C for guidance on the use of calculators for students with disabilities.)

To help maintain test security, the memory of every calculator used during testing must be reset **before and after testing** to clear all applications. This clears all stored data and program information from the calculator

Students who wish to use their own calculators during the test must be told in advance of the test day to back up all data and programs that they wish to save. Because the memory of every calculator used in testing must be reset to the factory default values (cleared) before testing, all data and programs stored in the calculator will be erased. If a student is unwilling to have his or her calculator's memory reset, the student may not use that calculator during the test.

Note: Students should not share graphing calculators during the mathematics test unless calculators are reset each time the calculator changes hands.

### **Planning an Appropriate Test Setting**

Providing an appropriate test setting is essential. Following are some points for STCs and TAs:

- Test students in classrooms with good lighting, adequate ventilation, and sufficient space. Avoid large-group administrations in settings such as a library or cafeteria. Testing in a familiar classroom setting should reduce test anxiety for students and simplify test security.
- Keep rooms as quiet and as free from interruptions or distractions as possible.
- Schedule testing at a time of day when students are most alert. Do not administer the test immediately after students have been involved in strenuous physical or mental activities.
- Post a "Testing—Do Not Disturb" sign on each testing room door. A sign you may use or copy is provided in Appendix E.
- Remove or cover information displayed, (e.g., on bulletin boards, chalkboards, or charts) that students could use to answer test items.
- Arrange seating so that students are not tempted to look at other students' answers.
- Make arrangements for off-site test administrations in accordance with these points.

### **Distributing and Collecting the Test Security Agreements**

Test Security Agreement Forms will be included in the shipments of materials. All test administrators, monitors, and any others who may have access to HSAP test materials (with the exception of students who are taking the test) or to the location in which the materials are securely stored, should sign a test security agreement form before they are given access. Anyone who has access to secure testing materials is required to follow the security procedures and take the necessary precautions to ensure test security at all times. The STC must return the signed agreements to the DTC after testing.

#### SCHOOL TEST COORDINATOR'S SECTION

#### **BEFORE TESTING**

## **Arranging for Student Participation**

Prior to testing,

- notify teachers of the students to be tested.
- notify participating students of the time and location of the test.
- arrange for students to use school or personal calculators for the mathematics test.
- identify students with special testing needs who may need customized administrations and make appropriate arrangements for test administration.

### **Notification of Testing**

The HSAP testing schedule must be publicized. As early as possible, notify students and their parents/guardians about the testing schedule. Prior to test day, be sure to

- 1. tell students to bring two sharpened No. 2 pencils with erasers on test day (only No. 2 lead may be used for testing);
- 2. notify teachers and students of the calculator use policy and the need to back up and clear calculator programs and memories before and after each student's use; and
- 3. notify teachers and students that cell phones and PDAs must be turned off and are not allowed on desktops during testing.

#### **Training Test Administrators and Monitors**

Hold training sessions for all TAs, possible substitute administrators, and monitors no later than Tuesday, April 12. Stress the need to account for all materials before, during, and after testing. Give TAs this manual during training and instruct them to use the manual for further study before test administration.

## **Training Topics**

Prepare TAs in the following areas:

- Logistics of administering the test
- Directions for completing the demographic information
- Procedures for accounting for and returning test materials to the STCs
- Responsibilities of TAs and monitors
- Test security guidelines and procedures
- Test schedules and rooms to be used
- Preparation of testing rooms
- Pre-ID processes
- Administration directions
- Use of customized materials
- Use of testing aids
- Procedures for clearing calculators for the mathematics test
- Completion of all required demographic information
- Receipt and handling of test materials
- Procedures and schedule for returning test materials to the STC at the end of testing

#### **Materials Received**

Use these procedures to inventory the materials you receive from your DTC and to assign extra materials requested by your TAs.

- 1. Place a check mark beside each item on the packing list to verify that the types and quantities of materials you received match those listed.
- 2. Check to see if the security numbers listed on the packing list match the security numbers of the booklets you received. **Do not open the shrink-wrapped packages at this time.** Read the security numbers of the first and last booklets in the packages, and then count the booklet spines in each shrink-wrapped package.
- 3. If there is a discrepancy in the number received, open the package to identify the security number(s) of the missing test booklets. Record all discrepancies on the School Security Checklist.
- 4. Check to see that you have enough materials for all students participating from your school. If you need extra materials, fill out the Additional Materials Request Form located in Appendix E and contact your DTC immediately.
- 5. Keep all materials in secure locked storage until they are needed on test day.
- 6. Keep all shipping boxes. You will need them after testing to return the materials to your DTC.

## **Preparing and Distributing Test Materials**

You are responsible for collecting signed Test Security Agreements from TAs and monitors. You are also responsible for inventory control and must use a School Security Checklist (sample in Appendix E) to track and monitor test materials distributed to the TAs.

When distributing secure test materials, you must instruct the TAs to initial the School Security Checklist to verify receipt of the test materials, as shown in the diagram below.

	SCHOOL	SECURITY	CHECKL	IST			
Name of School:							
Name of STC:							
When the materials a	receives and returns test re packaged for return, t d for Return" column. Pro	the STC and ar	ny other panation in	person who		_	2 2
	eived from DTCs: Use the rom the DTC.				numbers of	ā additio	nal secure
materials received f	eived from DTCs: Use the rom the DTC.	area below to		security 1	numbers of		ed for
materials received f	eived from DTCs: Use the rom the DTC.	area below to	Out	Sign		Packag Ret STC	ed for urn Other
materials received f	eived from DTCs: Use the rom the DTC.  Materials:	area below to	Out	Sign	ı In	Packag Ret STC	ed for urn Other
Secure Test I  Security Number	eived from DTCs: Use the rom the DTC.  Materials:  TA's Last Name	area below to Sign TA Initials	Out STC Initials	Sign	ı In	Packag Ret STC	ed for urn Other
Secure Test I  Security Number  2720036	eived from DTCs: Use the rom the DTC.  Materials:  TA's Last Name	area below to Sign TA Initials	Out STC Initials	Sign	ı In	Packag Ret STC	ed for urn Other
Secure Test I  Security Number  2720036  2720037	eived from DTCs: Use the rom the DTC.  Materials:  TA's Last Name	area below to Sign TA Initials	Out STC Initials	Sign	ı In	Packag Ret STC	ed for urn Other
Secure Test I  Security Number  2720036  2720037  2720038	eived from DTCs: Use the rom the DTC.  Materials:  TA's Last Name	area below to Sign TA Initials	Out STC Initials	Sign	ı In	Packag Ret STC	ed for urn Other
Secure Test I  Security Number  2720036  2720037  2720038  2720039	eived from DTCs: Use the rom the DTC.  Materials:  TA's Last Name	area below to Sign TA Initials	Out STC Initials	Sign	ı In	Packag Ret STC	ed for urn Other
Secure Test I  Security Number  2720036  2720037  2720038  2720039  2720040	eived from DTCs: Use the rom the DTC.  Materials:  TA's Last Name	area below to Sign TA Initials	Out STC Initials	Sign	ı In	Packag Ret STC	ed for urn Other

One week before test day, you may open the shrink-wrapped packages of test booklets to prepare materials for TAs. After preparing materials, you must return them to locked storage until you distribute them to the TAs on the testing day.

Each TA should receive one *Test Administration Manual* at training and the following test materials in their classroom packets:

ELA	Mathematics
<ul><li>ELA scannable test booklets (one per student)</li><li>paper bands</li></ul>	<ul> <li>mathematics scannable test booklets (one per student)</li> <li>mathematics Reference Information sheet (one per student)</li> <li>graph paper (one sheet per student)</li> <li>paper bands</li> </ul>

In addition, the school must provide the following supplemental materials:

- Sharpened No. 2 pencils with erasers. Students must not use pens on any portion of the HSAP, including the constructed-response and extended-response questions of the test. Schools may ask students to bring two No. 2 pencils with them to the testing sessions.
- **Dictionary and Thesaurus ELA only.** During Session 1 (Day 1) of the ELA test, at least one dictionary and one thesaurus must be available in each classroom. Students may use the dictionary and thesaurus **only** when responding to the extended-response writing prompt. Students may not use dictionaries at any other time during the ELA or mathematics tests.
  - There are many types of dictionaries written and published for educational purposes. During test administration, however, students may consult only a conventional, published book containing a list of words in alphabetical order with their meanings explained. Acceptable dictionaries are further defined as reference books containing words alphabetically arranged along with information about their forms, pronunciations, functions, etymologies, meanings, and syntactical and idiomatic uses.
  - If a dictionary does not meet the criteria specified within this definition, then students must not use it during test administration.
  - The following types of reference materials should not be used during test administration: teacher-made word lists, spelling lists or books, wall lists, and other alternative types of reference books. Computerized dictionaries and thesauruses are not allowed during testing.

Note: See Appendix C for information regarding testing students with disabilities and Appendix D for testing students with Limited English Proficiency (LEP).

- Lined scratch paper ELA only. During Session 1 on Day 1 students may use lined scratch paper to prepare their rough drafts only for the writing section of the ELA test. Schools are responsible for providing lined scratch paper. Writing done on lined scratch paper must be collected and returned with the nonscorable test materials. Anything written on this paper will not be scored.
- Calculators Mathematics only. Students may use their own calculators or calculators provided by the school during the mathematics test administration. See the "Calculator Use Policy" on page 9 of this manual.

• Schools must provide any supplemental materials required by students with disabilities or by LEP students. No additional reference sources or mechanical aids may be used. Using unspecified materials is a test security violation.

#### **DURING TESTING**

## **Supervising the Test Administration**

You are responsible for implementing and monitoring all testing procedures at your school and for ensuring that test security is maintained. During testing, supervise the test administration by visiting each testing room and observing the following guidelines.

- Do not allow administration directions to be read over the public announcement system.
- Make sure all needed materials are available and that all administration procedures are being followed.
- Make sure all school personnel involved in test administration adhere to security guidelines. In accordance with Test Security Legislation and State Board Regulations, you must report any test security breach.
- Assist TAs by handling unusual student testing situations.
  - If a student gets sick and throws up on the test materials, identify the security number of the test booklet and report the incident to the DTC. Dispose of the test booklet in a secure manner and complete the Testing Irregularity Form. Indicate the security number of the destroyed booklet on the School Security Checklist and document the incident.
  - If a student cannot write due to an injury (e.g., sprain, broken bone), you may delay testing for this student until make-up testing or allow the student to use any of the response options listed under accommodations in Appendix C.
  - At the school's discretion, you may remove disruptive students from the group to complete testing elsewhere, or test them at a make-up session.
  - Schedule students who leave testing for any reason (e.g., illness or personal emergency) for make-up testing. Be sure to record the student's name on your list of students who need make-up testing and write the student's name on all test materials the student was using.
  - If a student is suspected of cheating, take appropriate action to stop the behavior. Immediately notify the STC and document the circumstances on the Testing Irregularity Form in Appendix E. These cases will be handled at the school or district level, depending on district procedures.
  - If you must evacuate the testing room or the building, collect test materials from students as they leave the testing room (provided doing so does not compromise your safety or that of the students).

#### **AFTER TESTING**

## **Receiving Test Materials from TAs**

TAs must return all test materials to the STC at the completion of each day of testing.

- Collect test materials from TAs, including test booklets, *Test Administration Manuals*, lined scratch paper, graph paper, mathematics Reference Information sheets, and any customized materials.
- For each TA, check the test booklet security numbers against those assigned, as indicated on the School Security Checklist. Account for all test booklets distributed to each TA. If any booklet is missing, try to locate it and provide detailed documentation on the School Security Checklist. Have TAs initial the School Security Checklist, as shown below.

Coordinator st booklets of the STC and rovide an exp treturned to e area below	(STC) must n testing any other lanation i the contr	initial day.  person wh n the com actor.  security	o assists ment sect	in the pac	ckaging make secure
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## **Conducting Make-Up Testing**

Determine which students, if any, need make-up testing. Contact those students as soon as possible to arrange for a make-up test. Remember that all make-ups must be completed no later than April 29, 2005.

- You must keep make-up materials in locked storage with the other secure materials and sign them out and in, as needed. If the STC acts as the make-up TA, the materials must still be signed out, and back in using the School Security Checklist.
- The administration of one test session per day is preferred. However, students may take tests in both subjects if absolutely necessary. If both subjects are administered on the same day, the student must complete both subjects on that day.
- Make-up tests must be administered according to the test administration procedures in this manual. The "MAKE-UP" bubble must be gridded on the student's test booklet for each make-up session.

#### RETURNING MATERIALS TO THE DTC

#### **IMPORTANT REMINDERS:**

- 1. **Customized Materials**: See Appendix C for packaging and return instructions for customized tests.
- 2. **Home School Materials**: When ordering for home school students, use the designated headers sent to districts after ordering materials via SchoolHouse. If districts did not order materials for home school students, a blank header from the district overage materials must be completed. The BEDS codes for the home school students will be the four-digit district code plus the numbers "888" at the end, which indicate these are home school students.

Follow the guidelines below for returning materials for home school students unless customized materials were used. If home school students were tested using customized formats, follow the return procedures in Appendix C.

#### **Completing the School Header Sheet**

Directions for completing the School Header Sheet are on the back of the form. Place all completed ELA and mathematics test booklets for your school under **one school header**. Retain a copy of the School Header Sheet for your records.

You must sign, date, and return the School Header Sheet with the test materials.

## **Packaging Materials for Return to the DTC**

In preparation for the return of materials, please do the following:

- check that all demographic information on scorable (scannable) test booklets is complete and accurate:
- check that you are returning to the DTC all materials you received; and
- organize and package the test materials in two groups: scorable and nonscorable.

## **Return Shipments**

You will need to package and return materials to your DTC in two or three separate shipments, depending on whether you have any Graduation Express students:

- Shipment 1, Graduation Express materials, if applicable.
- Shipment 2, all secure scorable test booklets
- Shipment 3, all secure nonscorable materials

<u>Shipment 1</u> will contain the used **scorable** ELA and mathematics test booklets for students who are planning to graduate before the beginning of the next school year, as well as all completed School Header Sheets for these test booklets.

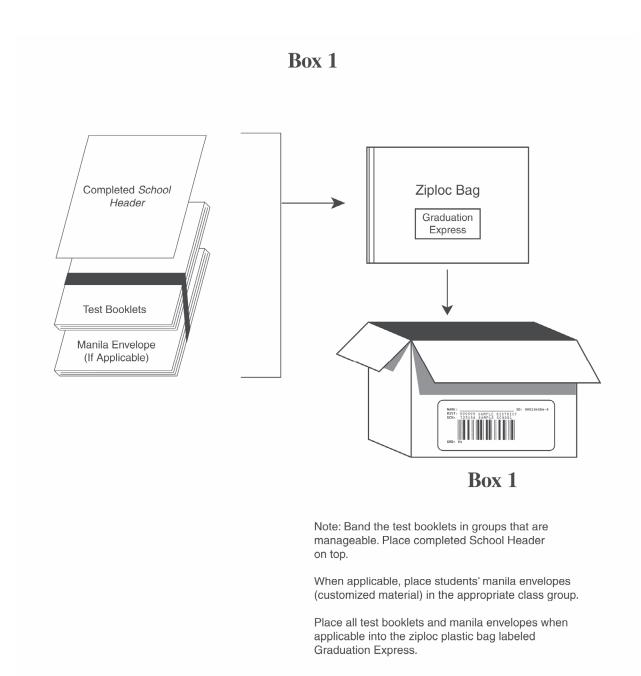
<u>Shipment 2</u> will contain the used **scorable** ELA and mathematics test booklets from the regular administration and from all make-up testing, as well as all completed Class Sheets (optional by school) and School Header Sheets.

Shipment 3 will contain all secure unused test materials that will not be scored.

## **Return Shipments of Scorable Materials (Shipment 1):**

A Graduation Express scorable materials return diagram can be found on the next page to assist you with the packaging process.

- 1. Prepare a set for the graduation express students in your school. Complete a School Header sheet using the instructions on the back of the form. Make sure you fill in the "Graduation Express" bubble on this header sheet.
- 2. Collect the completed, scorable Graduation Express test booklets from the TAs.
- 3. Confirm that you receive only completed, scorable test booklets for the students planning to graduate before the beginning of the next school year. DO NOT include any nonscorable materials.
- 4. Place the completed School Header sheet on top of the Graduation Express scorable test booklets and paper band together.
- 5. Place the Graduation Express school set inside the clear plastic bag with the "Graduation Express" label and securely seal the bag.
- 6. Promptly return the scorable materials to your DTC.



## **Return Shipments of Scorable Materials (Shipment 2):**

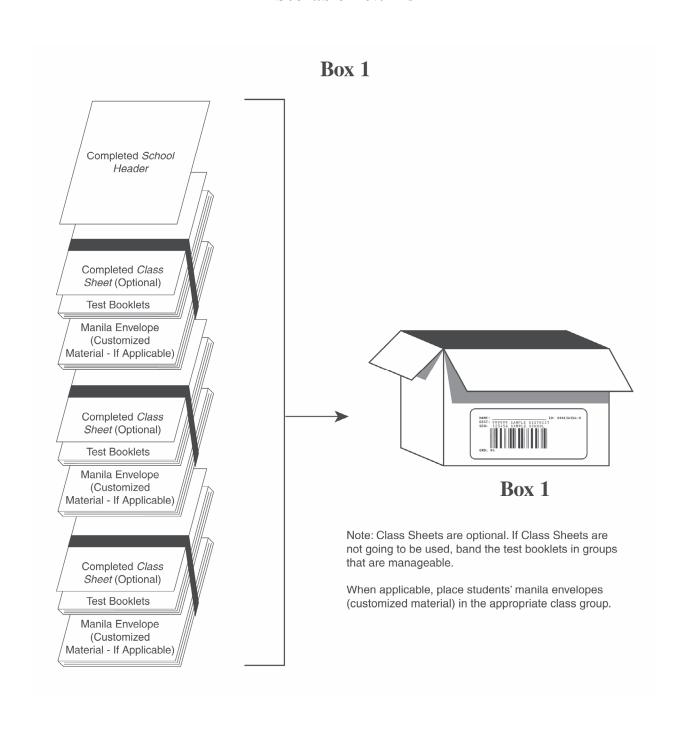
A scorable materials return diagram can be found on page 21 to assist you with the packaging process.

1. Place the paper-banded sets of test booklets—with a Class Sheet (optional) on the top of each set of booklets, or with just a School Header Sheet, if you are not requesting class or teacher-level reports—inside a box (or boxes) for return to your DTC. Make sure boxes are sturdy and dry. Remove or cover any previous shipping labels.

- 2. Include manila envelopes containing customized test booklets with student responses on separate sheets of paper, if applicable. (See Return Procedures in Appendix C.)
- 3. Place one completed School Header Sheet on top of the stack of materials inside the box.
- 4. Fill any empty space in the boxes with crumpled paper to keep the materials from shifting when the boxes are shipped.
- 5. Seal each box with tape.
- 6. Affix a pre-printed return address label marked "scorable" on each box. If you need additional labels, contact your DTC. If you use additional labels, be sure to enter all requested school information on them.
- 7. In the area marked "Sch: Box of on each label, write in the number of boxes being returned. For example, a shipment of two boxes would be labeled "Box 1 of 2" and "Box 2 of 2."
- 8. Return the scorable materials promptly to your DTC.

## **Shipment 2**

## **Scorable Returns**



## **Return Shipment of Nonscorable Materials (Shipment 3):**

Do not return the following materials. Make arrangements for the manuals to be discarded or shredded, or you may keep them as reference documents.

- Test Administration Manuals
- Unused School Header Sheets
- Unused Class Sheets
- Unused shipping labels
- Unused lined scratch paper
- Graph paper and mathematics Reference Information sheets with no writing

After you separate the materials, continue preparing Shipment 3 for return as listed below:

- 1. Box the materials for return to your DTC. Make sure the boxes are sturdy and dry. Remove or cover any previous shipping labels.
- 2. Complete and sign the School Security Checklist, as shown in the diagram on page 23. Separate the carbonless forms. Include the original with your nonscorable materials. Give the second copy to your DTC along with all signed Test Security Agreements.

3.	Place the materials in the return box(es) as noted in the following checklist, or use the
	diagram on page 24.

Unused pre-printed labels with student information
All Braille, Large-Print, and Loose-Leaf test booklets, Oral Scripts and CDs, and Signed Videotapes
Completed School Security Checklist (original copy)
All completed Comment Forms
Completed Testing Irregularity Forms
Pre-ID test booklets with "Do Not Score" labels on them
Damaged test booklets
All unused test booklets (putting them in numerical or alphabetical order is not necessary)
Any lined scratch paper (rough drafts) or graph paper with writing on them
All mathematics Reference Information sheets with writing on them

## **School Security Checklist**

## SOUTH CAROLINA HIGH SCHOOL ASSESSMENT PROGRAM

#### SCHOOL SECURITY CHECKLIST

Name	of	School:	
Name	of	STC:	

The Test Administrator (TA) and School Test Coordinator (STC) must initial the "Sign Out" and "Sign In" Columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packaged for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

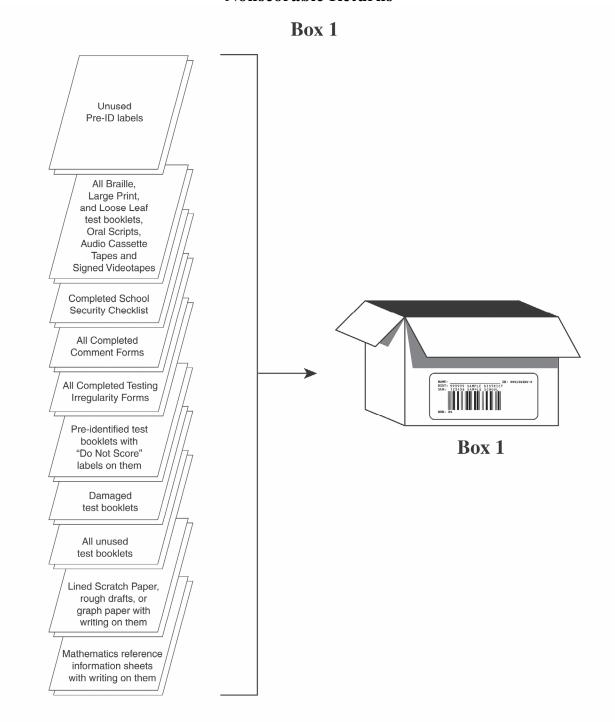
Secure materials received from DTCs: Use the area below to record security numbers of additional secure materials received from the DTC.

#### Secure Test Materials:

		Sign	ı Out	Sign	n In		ed for urn
Security Number	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
2720036	Thornton	KT	BD	KT	BD	BD	
2720037	ı			ı			
2720038							
2720039							
2720040							
2720041							
2720042	↓	1 +	<b>+</b>	<b> </b>	<b> </b>		
2720043	Thornton	KT	BD	KT	BD	BD	

## **Shipment 3**

## **Nonscorable Returns**



- 4. Fill any empty space in boxes with crumpled paper to keep the materials from shifting during shipping.
- 5. Seal each box with tape.
- 6. Affix a pre-printed return address label(s) marked "nonscorable" on each box. If you need additional labels, contact your DTC. If you use additional labels, be sure to write all requested school information on them.
- 7. In the area marked "Sch: Box \_ of \_" on each label, write in the number of boxes being returned. For example, a shipment of two boxes would be labeled "Box 1 of 2" and "Box 2 of 2."
- 8. Return all boxes to your DTC.

#### TEST ADMINISTRATOR'S SECTION

#### **BEFORE TESTING**

#### **Test Security Agreements**

You may use the Test Security Agreements included in the shipment of materials. Anyone (other than students taking the test) who will have access to HSAP secure test materials, or to the location where the materials are securely stored, must follow all test security procedures and take necessary precautions to ensure the security of the test materials before, during, and after testing.

#### **Pre-ID Procedures**

Although pre-identified (pre-ID) test booklets and labels will be provided, some information must still be gridded by hand. Full instructions for completing demographic information are located in Appendix A.

Prior to testing, each school will receive with the school test materials shipment, a pre-ID Student Roster listing student information. The TA will need to hand-grid values for any blank pre-code fields on the student's test booklet.

Pre-ID information on the test booklets overrides any hand-gridded information. If the pre-ID information is incorrect, do not use the pre-ID test booklet. Instead, use linking labels and hand-grid all demographic information for that student onto a blank test booklet. (If the student is taking only one subject, do not use a linking label. Instead, hand-grid all demographic information for the student onto a blank test booklet.) Instructions for proper placement of the linking labels are packaged with the linking labels.

#### Students Who Have Not Been Pre-Identified

If there is no pre-ID test booklet for a student, you must use a linking label and hand-grid the student's demographic information. (If the student is only taking one subject, hand-grid the student's demographic information to a blank test booklet.) You will receive sheets of linking labels with two matching side-by-side labels that contain the same unique barcode numbers. One label will be identified for ELA and the other will be identified for mathematics. It is **extremely** important that you use the correct unique barcode number labels for each student's ELA and mathematics test booklets. These labels will be used to match the ELA and mathematics test booklets used by each student.

#### **DURING TESTING**

## **Administering the Test**

A trained TA must be in the room at all times when secure test materials are not in locked storage. **Do not leave the testing room unattended.** If you must leave the room, another trained TA must take your place before you leave. A monitor may not be left alone in the testing room.

It is important to follow these precautions during testing:

- Do not allow students to have cell phones or PDAs turned on during testing, and do not allow them to have cell phones or PDAs on top of their desks during testing.
- Do not allow students to use extra paper during the test.
- Do not allow students to use pens, crayons, markers, or colored pencils to respond.
- Do not use correction fluid on the test booklets.
- Do not use paper clips, tape, staples, or glue on the test booklets.
- Do not attach removable "sticky" notes to the test booklets.
- Do not allow students to use highlighters to highlight text in the test booklets. Students may use No. 2 pencils to underline text in the test booklets.
- Do not allow students to make marks near the bubbles or the dark marks (the timing marks) along the edge of the pages of their test booklets.

#### **Handling Disruptions During Testing**

If a disruption occurs during testing—for example, a student becomes ill or a fire alarm sounds—please handle the situation appropriately, always maintaining the security of the test materials. Then document the situation fully on the Testing Irregularity Form located in Appendix E. Note what action you took to resolve the situation and when students were able to continue with testing after the situation returned to normal. Return this form to the STC with your test materials.

If a student is suspected of cheating, take appropriate action to stop the behavior by following district policy. **Immediately** notify the STC and document the circumstances on the Testing Irregularity Form. These cases will be handled at the school or district level, depending on district procedures.

Any student who must leave during testing for any reason (e.g., illness or personal emergency) must be scheduled for make-up testing. Be sure to add the student's name to your Student Make-Up Roster and label all test materials the student was using with the student's name.

If you must evacuate the testing room or the building, collect test materials from students as they leave the testing room (as long as doing so does not compromise your safety or that of the students).

## Identifying Students Who Need Make-Up Testing

TAs must complete the Student Make-Up Roster in Appendix E for all students who are absent.

#### **AFTER TESTING**

#### **IMPORTANT REMINDERS:**

- 1. **Customized Materials**: See Appendix C for packaging and return instructions for customized tests.
- 2. **Home School Materials**: Follow the guidelines below for returning materials for home school students unless customized materials were used. If home school students were tested using customized formats, follow the return procedures in Appendix C.

## **Completing the Class Sheet**

If your school chooses to use Class Headers, you will place completed headers on top of the stack of scorable test booklets for each class. Directions for completing the Class Sheet are located on the back of the form. The TA must sign the Class Sheet.

• The use of Class Sheets is **optional by school**. If used, a Class Sheet must be submitted for any group of test booklets for which your school wants a separate class-level roster of test scores. Place the completed Class Sheets on top of the appropriate class group and band by class group. If class headers are not used, the test booklets should be banded in groups that are manageable to handle.

## **Returning Test Materials to the STC**

- 1. Place a paper band around the completed stack of test booklets with the Class Sheet, if applicable, on top of the booklets and under the paper band. Check to make sure ELA and mathematics booklets are not mixed in a class set.
- 2. If a student wrote his or her constructed and extended responses on separate sheets of paper instead of in the test booklet, prepare the materials for return as instructed in Appendix C. Include these materials with the regular scorable test booklets.
- 3. Account for and return all of the test materials that you received from your STC for testing. Sign in your test materials to the STC by initialing the School Security Checklist, as shown in the following diagram.

## **School Security Checklist**

	SCHOOL S	SECURITY	CHECKL	IST			
Name of School:							
Name of STC:							
Columns when the TA rather the materials are initial the "Packaged materials that were rather in the columns of	or (TA) and School Test Coreceives and returns test are packaged for return, the for Return" column. Provinct received or were not received from DTCs: Use the arom the DTC.	booklets on he STC and ar ride an expla returned to t	testing of the particular testing of the contract test	day. Derson who In the communication.	o assists ment sect	in the p ion for a	ackaging m ny secure
Secure Test N	Materials:	Sign	Out	Sign	n In	Packag Ret	ed for
Secure Test Number	Materials:  TA's Last Name	TA	STC	Sign TA Initials	STC	Ret STC	urn Other
		TA	STC	TA	STC	Ret STC	urn Other
Security Number	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	Ret STC	urn Other
Security Number	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	Ret STC	urn Other
Security Number 2720036 2720037	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	Ret STC	urn Other
Security Number  2720036  2720037  2720038	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	Ret STC	urn Other
Security Number  2720036  2720037  2720038  2720039	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	Ret STC	urn Other

- 4. If any secure materials you received for testing are missing, report this immediately to your STC. Document the situation completely on the Testing Irregularity Form and submit the documentation to the STC.
- 5. Give your STC the completed Student Make-Up Roster.
- 6. If you have any comments or suggestions, please complete the Comment Sheet at the back of this manual and return it to your STC with your test materials.
- 7. Return your materials to the STC immediately after testing.

## **Conducting Make-Up Testing**

Your STC will notify you if you are to conduct make-up testing.

- 1. Sign out make-up materials using the same procedures specified for regular testing.
- 2. Administer make-up tests.
  - For students who partially completed the test, you must re-distribute the students' original test booklet, making sure that the students' names and demographic codes are completed correctly.
  - Distribute new test booklets to students who did not test at all during the regular testing session.
- 3. Grid the "Make-Up" bubble on students' test booklets for each session the student makes up.
- 4. Account for, return, and sign-in all test materials to the STC following the completion of make-up testing.

## Questions

Should you need further assistance or have any questions regarding testing, please contact your STC.

#### ADMINISTRATION DIRECTIONS

#### **ELA Session 1 Administration Directions**

Use these directions to administer Session 1 (Day 1) of the English language arts test. **Read aloud what is printed within the shaded "SAY" boxes.** Do not read aloud what is printed outside the boxes.

Remember to complete the Student Make-Up Roster with the names of any students who will need to attend a make-up session.

Write your district's name and your school's name on the board or post this information where it can be easily read.

Begin reading aloud the script that follows.



At this time you must turn off your cell phones and PDAs and put them away. You may not have cell phones or PDAs on your desks during testing.

Pause while students put away their cells phones and PDAs.



Today you will be taking the first session of the South Carolina High School Assessment Program English language arts test. It is important that you do your best on the test.

You may not talk during the test. If you have any questions about the directions while you are working, raise your hand.

When you have finished the test, sit quietly and wait for me to collect your test materials.

Pause.



I will now give a test booklet to each of you. When you get your test booklet, do not open it until I instruct you to do so.

Distribute a test booklet to each student. Make sure you give the correct booklet to the proper student.



I will now give a sheet of lined scratch paper to each of you. Do not do anything with the paper at this time.

Distribute a sheet of lined scratch paper to each student.



Write your name on the lined scratch paper.

Pause to allow students to write their names.



You may use only number two pencils for this test. Do NOT use highlighters, pens, or ink to write your answers. If you need another pencil during the test, please raise your hand and I will give you one.

Distribute pencils as necessary. Then refer to a test booklet as necessary for completing the following.

## Read the applicable instructions below for your school.

1. Gridding the student's name provides a secondary method for identifying a test booklet as belonging to a particular student. Check with your STC to see if this information must be hand-coded on a pre-ID test booklet.



Look on the front cover of your test booklet. In the area for your name, print your last name, then first name and middle initial in the boxes provided. Print one letter per box. Then grid the bubbles beneath that correspond to the letters.

### <u>OR</u>

2. If not gridding the student's name as a second check,



Look on the front cover of your test booklet. In the area where your name is printed, verify that your name is there. If you have the wrong test booklet, please raise your hand.

Assist any student who has the incorrect test booklet by giving him or her the proper booklet or with hand-coding the correct information onto a blank test booklet.

If you have a student who does not have a test booklet with his or her name on it, assist the student with printing his or her name in the boxes and then have the student darken the corresponding bubbles beneath the boxes.



In the areas marked Teacher Name, School Name, and District name, fill in the correct information in the space provided, as I have written here (point to where you wrote the information).

Pause while students fill in the information.



In the Attempt field, fill in the bubble for "1" if this is the first time you are taking the HSAP test. If this is the second time you are taking the HSAP test, fill in the bubble for "2." If this is the third time you are taking the HSAP test, fill in the bubble for "3."

Pause while students fill in the information.

If a student took any HSAP test in a previous administration, it counts as an attempt.

Before you administer the test, be sure that ALL students have the correct test booklet and that they have completed the identifying information requested on the test booklets.

**Note for customized formats:** Directions for customized materials start on different pages. Please check the page number before reading the following directions out loud to the students.



Open your test booklets to page 3 and follow along as I read the printed directions to you.

#### **Directions**

This test is divided into two sessions: 1 and 2. You will take Session 1 today and Session 2 tomorrow. Today's session contains one extended-response question asking you to write a composition, followed by reading selections with multiple-choice questions.

Write your composition and mark your answers to the multiple-choice questions directly in your test booklet. Use only a number two pencil to write your composition and mark your answer choices.

## **Writing Prompt**

- Read the prompt carefully before you begin to write.
- Use a dictionary and thesaurus to write your composition.
- Be sure your composition addresses all parts of the prompt.
- Refer to the checklist below the prompt with the features of good writing.
- Do your pre-writing on the separate, lined scratch paper provided your pre-writing WILL NOT be scored.
- Allow enough time to write your FINAL composition in the test booklet on the three lined pages marked "Writing" at the top.

## **Multiple-Choice Questions**

- Try to answer each question, even if you are not sure of the answer.
- Darken completely only one bubble for your answer to each question.
- Erase completely the first answer you marked if you change an answer.

You are NOT allowed to use a dictionary or thesaurus during the multiplechoice section of the test.

When you have finished your work and checked your answers, you have completed Session 1. Turn to the inside front cover, and mark your stop time in the box labeled "Session 1- Stop Time."

Then raise your hand and your test booklet will be collected.

Pause. If the word "pre-writing" confuses students, you may explain to them that "pre-writing" in this case is the same as a rough draft.



## Are there any questions?

Pause to answer any questions.



This test is not timed. Answer as many questions as you can, and do your best work. There is no penalty for guessing.

Pause.



During the test, I can answer questions about the directions, but not about the test questions. Are there any questions before we begin?

Pause to answer any questions.



Turn to the inside front cover of your test booklet and find the box labeled SESSION 1 START TIME, and record the time. It is now \_\_\_\_\_ (say the time closest to the quarter hour listed on the page).

You may begin working now.

Make sure that students are working only on the pages for Session 1. Make sure students are working on the pages marked "Writing" at the top when they are using the lined scratch paper, dictionary, or thesaurus.

For the multiple-choice portion, "SESSION 1" is printed at the top of the page. Students may NOT USE the lined scratch paper, the dictionary, or the thesaurus during the multiple-choice section.

#### \*BREAK\*

If your school policy allows you to give the students a short break during testing, read the following directions.



Please stop. Put down your pencil and close your test booklet. We are going to take a short break. You may stand up by your desk and stretch your arms and legs. You may NOT TALK.

During the break, you may allow students to go to the restroom, provided NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed (10 or 15 minutes), say:



Please sit down and finish the test. Open your test booklet and begin working where you stopped before the break.

When you have finished, and have checked your work and recorded your stop time, raise your hand and I will collect your test booklet.

As each student finishes the test, collect the student's test materials, including the lined scratch paper (rough drafts). Separate the lined scratch paper from the test booklet. They will be returned in separate shipments.

Make sure that the student has coded the "Stop Time" in the test booklet for Session 1.

Students who have finished may read (only materials <u>other than</u> textbooks for the subject being tested) or may leave (if provisions have been made). Be sure that you account for and return **all** test materials to the STC immediately after testing.

#### **ELA Session 2 Administration Directions**

Use these directions to administer Session 2 (Day 2) of the English language arts test. **Read aloud what is printed within the shaded "SAY" boxes.** Do not read aloud what is printed outside the boxes.

Before testing begins, take attendance and fill in the Student Make-Up Roster with the names of any students who will need to attend a make-up session.

When instructed, distribute a test booklet to each student whose name appears on the booklet. It is very important that students receive the correct test booklets.

If a student has not taken the Session 1 portion of ELA, refer to Appendix A of this manual for instructions on completing the student demographic information, if necessary.

Begin reading aloud the script that follows.



At this time you must turn off your cell phones and PDAs and put them away. You may not have cell phones or PDAs on your desks during testing.

Pause while students put away their cell phones and PDAs.



Today you will be taking Session 2 of the South Carolina High School Assessment Program English language arts test. It is important that you do your best on the test. You <u>may not</u> go back to Session 1 today.

You may not talk during the test. If you have any questions about the directions while you are working, raise your hand. When you have finished the test, sit quietly and wait for me to collect your test materials.

Pause.



I will now give a test booklet to each of you. When you get your test booklet, leave it on your desk. Do not open it until I instruct you to do so.

Distribute a test booklet to each student. Make sure you give each student the correct booklet with his or her name on it.



Verify that you received the correct test booklet by checking to see that your name is on the front of the booklet.

Make sure that each student has received the correct test booklet.



Open your test booklets to Session 2 and follow along as I read the printed directions to you.

#### **Directions**

You will take Session 2 today. Today's session contains multiple-choice questions and reading selections with constructed-response questions that require you to write your answers. You MAY NOT use a dictionary or thesaurus today.

Use only a number two pencil to mark or write your answers in the test booklet.

## **Multiple-Choice Questions**

- Try to answer each question, even if you are not sure of the answer.
- Darken completely only one bubble for your answer to each question.
- Erase completely the first answer you marked if you change an answer.

## **Constructed-Response Questions**

- Write your response to each question on the lines below the question.
- Use only the lines provided for your response.
- Do not write beyond the lines or in the margins.
- Continue with the test after you have finished each response.

When you have finished your work and checked your answers, you have completed Session 2. Turn to the inside front cover, and mark your stop time in the box labeled "Session 2 – Stop Time."

Then turn to the Student Questionnaire at the back of your test booklet, and use your number two pencil to mark your answers.

Pause.



When you have completed the Student Questionnaire, raise your hand and your booklet will be collected.

## Are there any questions?

Pause to answer any questions.



The test is not timed. Answer as many questions as you can. Do your best work. You may not go back to Session 1 for any reason.

Pause.



During the test I can answer questions about the directions, but not about the test questions. Are there any questions before we begin?

Pause to answer any questions.



Turn to the inside front cover of your test booklet, find the box labeled "SESSION 2 START TIME," and record the time. It is now \_\_\_\_\_ (say the time closest to the quarter-hour listed on the page).

You may begin working now.

"SESSION 2" is printed at the top of the pages of the questions the student will be taking today. Make certain that they are working only on the pages for Session 2.

#### \*BREAK\*

If your school policy allows you to give the students a short break during testing, read the following directions.



Please stop. Put down your pencil and close your test booklet. We are going to take a short break. You may stand up by your desk and stretch your arms and legs. You may NOT TALK.

During the break, you may allow students to go to the restroom, provided NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed (10–15 minutes), say:



Please sit down. Let's finish the test. Open your test booklet and begin working where you left off. When you have finished and checked your work, record your stop time and complete the Student Questionnaire. Then raise your hand and I will collect your testing materials.

When a student finishes answering the Student Questionnaire, the student must turn in the test booklet to you.

## ELA SESSION 2 ADMINISTRATION DIRECTIONS

As each student finishes testing, collect the student's test materials. Make sure the student coded the "Stop Time" for Session 2 in the test booklet and completed the Student Questionnaire.

Students who have finished may read (only materials <u>other than</u> textbooks for the subject being tested) or may leave (if provisions have been made).

Check to see that all of the student demographic information and questionnaires have been completed.

Complete the Comment Sheet (optional), return all testing materials to the STC, and initial the School Security Checklist. **Do not keep any materials.** 

Be sure to give the STC the completed Student Make-Up Roster. List any student who will need make-up testing, including:

- students who were not present for testing and/or
- students who were dismissed during testing but before completing the test.

The STC will schedule and notify these students for make-up testing.

#### **Mathematics Administration Directions**

Use these directions to administer the mathematics test. **Read aloud what is printed within the shaded "SAY" boxes.** Do not read aloud what is printed outside the boxes.

Before testing begins, take attendance and complete the Student Make-Up Roster with the names of any students who will need to attend a make-up session. Then write your district's name and your school's name on the board or post this information where it can be easily read.

Distribute the mathematics test booklets, mathematics Reference Information sheets, and graph paper when indicated in the instructions below. Students may use calculators when taking this test; however, the test questions were written so that a calculator is not necessary. If the school is providing calculators, distribute the calculators. If students brought their own calculators, make sure the calculator memories are cleared. (Refer to the Calculator Use Policy in this manual on page 9.) Check with your STC if you have questions on resetting calculators.

Begin reading aloud the script that follows.



At this time you must turn off your cell phones and PDAs and put them away. You may not have cell phones or PDAs on your desks during testing.

Pause while students put away their cell phones and PDAs.



Today you will be taking the South Carolina High School Assessment Program mathematics test. It is important that you do your best.

You may not talk during the test. If you have any questions about the directions while you are working, raise your hand. When you have finished the test, sit quietly and wait for me to collect your test materials.

Pause.



I will now give a test booklet to each of you. When you get your test booklet, do not open it until I instruct you to do so.

Distribute a test booklet to each student. Make sure you give the correct test booklet to the appropriate student when handing out pre-ID booklets.



I will now give one mathematics Reference Information sheet and one sheet of graph paper to each of you.

Distribute a mathematics Reference Information sheet and one sheet of graph paper to each student. If you choose to have students write their names on the Reference Information sheet and graph paper, you may instruct them to do so at this time.

If the school is providing calculators, distribute the calculators at this time. If students brought their own calculators, make sure the memories are cleared. (Refer to the Calculator Use Policy in this manual.)



You may only use number two pencils for this test. Do NOT use pens or ink to mark your answers. If you need another pencil during the test, please raise your hand and I will give you one.

Hand out pencils as necessary. Then refer to a test booklet as necessary to complete the following.

## Read the applicable instructions below for your school.

1. Gridding the student's name provides a secondary method for identifying a test booklet as belonging to a particular student. Check with your STC to see if this information must be hand-coded on a pre-ID test booklet.



Look on the front cover of your test booklet. In the area for your name, print your last name, then first name and middle initial in the boxes provided. Print one letter per box and then grid the corresponding bubble below.

#### OR

2. If not gridding the student's name as a second check,



Look on the front cover of your test booklet. In the area where your name is printed, verify that your name is there. If you have the wrong test booklet, please raise your hand.

Assist any student with the incorrect test booklet by giving him or her the proper booklet or with hand-coding the correct information onto a blank test booklet.

If you have a student who does not have a test booklet with his or her name on it, assist the student with printing his or her name in the boxes and then have the student darken the corresponding bubbles beneath the boxes.



In the areas marked Teacher Name, School Name and District Name, print the correct information in the space provided as I have written here (point to where you wrote the school name).

Pause while students fill in information. Give help as needed.



In the Attempt field, fill in the bubble for "1" if this is the first time you are taking the HSAP test. If this is the second time you are taking the HSAP test, fill in the bubble for "2." If this is the third time you are taking the HSAP test, fill in the bubble for "3."

Pause while students grid the information.



Now read the mathematics and science classes listed at the bottom of your test booklet. If you have taken any courses listed, darken the bubble for the grade you were in when you took it. Include courses you are currently taking. Do not grid a bubble for courses you have not taken.

Pause while students darken the bubbles. Give help as needed.

Wait until all students have finished.

Before you administer this test, be sure that all students have the correct pre-ID test booklet or that they have completed the identifying information requested in the test booklet.

**Note for customized formats:** Directions for customized versions do not start on the same page. Please check the page number before reading the following directions out loud to students.



Open your test booklets to page 3 and follow along as I read the directions out loud.

Pause. Read the following directions for administering the mathematics test out loud:



## **Directions**

This test has 65 questions: 62 multiple-choice questions and 3 constructed-response questions.

Do your scratch work for all of the questions in your test booklet or on the graph paper provided. Use only a number two pencil to mark or write your answers in the test booklet.

You may use the provided Reference Information sheet at any time during this test. This sheet contains formulas and other information that you may need.

Figures in this test are drawn as accurately as possible, except when the question states specifically that the figure is not drawn to scale.

You may use a calculator during any part of this test.

## **Multiple-Choice Questions (1–62)**

- Try to answer each question, even if you are not sure of the answer.
- Darken completely only one bubble for your answer to each question.
- Erase completely the first answer you marked if you change an answer.

## **Constructed-Response Questions (63–65)**

- Read all parts of these questions carefully before you answer them.
- These questions require that you write your answers and show your work to support your answers.
- Be sure that your work clearly supports your answers, since there may be several ways to get an answer.
- You must show all of your work and answer all parts of the question appropriately to receive full credit.
- If you use a calculator, explain how you got your answer. Just stating that you used a calculator is not an acceptable explanation.
- Write legibly and dark enough so that your responses can be read and scored.
- Use labels, titles, keys, and measurement units when needed.
- Check your work for completeness and accuracy.

Pause. If students ask if they must show their work for the multiple-choice questions, you may explain that they only have to show their work for questions 63–65, the constructed-response questions.



The test is not timed. Answer as many questions as you can, and do your best work.

Pause.



When you have finished your work and checked your answers, you have completed the mathematics test. Close your booklet, turn to the inside front cover of your test booklet and mark your stop time in the box labeled "Stop Time."

After you record your STOP TIME, respond to the Student Questionnaire located at the end of your test booklet. Use a number two pencil to darken the bubble next to each of your answer choices.

When you have completed the Student Questionnaire, raise your hand. Your booklet, graph paper, and Reference Information sheet will be collected.

During the test, I can answer questions about the directions, but not about the test questions. Are there any questions?

Pause to answer any questions.



Turn to the inside front cover of your test booklet, find the box labeled START TIME, and record the time. It is now \_\_\_\_\_ (say the time closest to the quarter hour listed in the test booklet).

You may begin working now.

Circulate among the students to make certain that they are marking their answers correctly in their test booklets.

#### \*BREAK\*

If your school policy allows you to give the students a short break during testing, read the following directions.



Please stop. Put down your pencil and close your test booklet. We are going to take a short break. You may stand up by your desk and stretch your arms and legs. You may NOT TALK.

During the break, you may allow students to go to the restroom, provided NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed (10–15 minutes), say:



Please sit down. Let's finish the test. Open your test booklet and begin working where you stopped before the break. When you have finished, go back and check your work and complete the Student Questionnaire. Then raise your hand and I will collect your test materials.

As each student finishes testing, collect the student's test materials, including the graph paper and Reference Information sheet. Make sure the student coded the "Stop Time" in the test booklet and completed the Student Questionnaire.

Allow students who have finished to read (only materials <u>other than</u> textbooks for the subject being tested) or to leave (if provisions have been made).

Complete the Comment Sheet (optional), return **all** testing materials to the STC, and initial the School Security Checklist. **Do not keep any materials.** 

Be sure to provide the STC with the completed Student Make-Up Roster. List the following students who will need make-up testing:

- students who were not present for testing and
- students who were dismissed during testing before completing the test.

The STC will schedule and notify these students for make-up testing.

#### APPENDIX A

#### **CODING OF DEMOGRAPHIC INFORMATION**

The following fields, except for the student name, must be printed and gridded on the front of all regular and customized student test booklets both for ELA and mathematics.

- **Student Name** (Some districts may choose to have students print and grid their names for pre-ID documents as a second check for easily identifying a test booklet as belonging to a particular student.) Print and grid legal names and not nicknames.
- Teacher Name
- School Name
- District Name
- Attempt "1" for first attempt, "2" for second attempt, "3" for third attempt.
- Mathematics and Science classes taken (for Mathematics Only) Grid the applicable courses and the year(s) taken.

The following could not be pre-coded. Please mark all conditions that apply for the student on the inside front cover of the test booklet.

- **Accommodations** Grid all accommodations that the student received during testing. Appendix C lists descriptions of accommodations.
- **Modifications (for English Only)** Grid all modifications that the student received during testing. Appendix C lists descriptions of modifications.
- **Special Request Code (If Applicable)** Grid the number given to you by Courtney Johnson at SDE for any special requests for accommodations or modifications that have been approved by SDE. See page C-2 for further information.
- Make-Up Grid if the test was administered as a make-up. Note that the ELA booklet specifies separate make-up bubbles for Session 1 and Session 2.

Check your student roster to ensure the student information in the following fields was provided correctly through your district's pre-ID submission. If it was not provided, you must grid the information for these fields.

- Date of Birth
- Ethnicity–Select only one. See the table below for a list of descriptions.

African American—The student has origins in any of the original racial groups of Africa (not of Hispanic origin).

**African American/American Indian**—The student has origins that reflect both African American and American Indian heritage.

**American Indian**—The student has origins in any of the original peoples of North and South America (including Central America), and maintains cultural identification through affiliation or community recognition.

**Asian**—The student has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Hawaiian-Pacific Islander**—The student has origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**Hispanic**—The student is a person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

**White**—The student has origins in any of the original peoples of Europe, North Africa, or the Middle East (not of Hispanic origin).

White/African American—The student has origins that reflect both White and African American heritage.

White/American Indian—The student has origins that reflect both White and American Indian heritage.

White/Asian—The student has origins that reflect both White and Asian heritage.

**Other**—The student has origins that are different from those listed above.

- **Student ID Number**—Begin writing the number in the first box and grid the corresponding bubbles.
- **Applied**—These codes are for students who are enrolled in Applied Mathematics, Communication, or Science this year. Grid one or more as appropriate.
- **504** (504 Accommodation Plan)
  - No = The student does not have a 504 Accommodation Plan.
  - Yes = The student has a 504 Accommodation Plan.

• **IEP (Precoded Classifications)**—"None" or one or more of the following codes, as indicated by the student's IEP.

None = Not officially recorded as disabled

AU = Autism

DB = Deaf - Blindness

ED = Emotionally Disabled

EM = Educable Mentally Disabled

H = Hearing Impaired
 LD = Learning Disability
 M = Multiple – Disabled
 OI = Orthopedically Impaired
 OHI = Other Health Impaired

PMD = Profoundly Mentally Disabled SP = Speech or Language Impaired

TBI = Traumatic Brain Injury

TM = Trainable Mentally Disabled

V = Visually Impaired

#### Gender

### • G (Gifted and Talented)

**Note:** An AP program is **not** an academically/artistically gifted program.

No = The student does not participate in either the academically gifted and talented or artistically gifted and talented classes/programs offered in the district.

Academic = The student is served in any of the (district- or state-funded) academically gifted and talented classes/programs offered in the

district.

Artistic = The student is served in any of the (district- or state-funded) artistically gifted and talented classes/programs offered in the district.

Both = The student is served in any of the (district- or state-funded) academically **and** artistically gifted and talented classes/programs offered in the district.

## • Al Sch (Alternative School Program)

No = The student is not in an alternative school program.

Yes = The student is or has been enrolled during the current school year in a program "designed to provide appropriate services to students who for behavioral or academic reasons are not benefiting from a regular school program or may be interfering with the learning of others." (South Carolina Code of Laws, 1976 [as amended, 1990]; Chapter 63, Title 59, Article 13; Section 59-63-1300).

## • Migrant

No = The student is not a migratory student.

Yes = The student is a migratory student. A migratory student is a student who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher, and who, in the preceding thirty-six months, in order to obtain temporary or seasonal employment in agricultural or fishing work:

⇒ has moved from one school district to another, or

⇒ resides in a school district more than 15,000 square miles, and migrates a distance of twenty miles or more to a temporary residence to engage in a fishing activity.

## Language

Waiver = The student requires ESOL services, but is not receiving

them based on parent-signed waiver (i.e., refusal of

services).

Full LEP = The student is receiving a full complement of ESOL

services based on his or her language assessment score.

LEP Mainstreamed = Based on a language assessment score of "fully proficient,"

the student is receiving one to four hours of ESOL services

per week.

Exited = The student required ESOL services, but has transitioned

out of monitored status.

English Speaker = The student is a native English speaker.

## • L (Lunch)

No = The student is not eligible for free or reduced-price lunch status.

F = The student is eligible for free lunch status.

R = The student is eligible for reduced-price lunch status.

#### Grade

## **APPENDIX B**

## **SCANNABLE FORMS**

In this appendix, you will find a sample of the following forms:

## Scannable Forms

- Class Sheet
- School Header Sheet
- Student Demographic Information Fields



## **CLASS SHEET (OPTIONAL)**

Directions: Using a No. 2 pencil, complete this form for each class set of test booklets being returned. Place a completed Class Sheet on top of each stack of scorable test booklets, under the paper band.

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2. SCHOOL NAME:	

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	6	6	6	6	6	6	6	
	7	7	7	7	7	7	7	
	8	8	8	8	8	8	8	
	9	9	9	9	9	9	9	

- 5. Total Number of Test **Booklets Returned** for Scoring (5) (5) (5) (5)
- 6. Total Number of Test Booklets Returned for Scoring ELA

7. Total Number of Test Booklets Returned for Scoring Mathematics

Printed in U.S.A.

Mark Reflex® by NCS Pearson IM-169178-003:654321 ISD5045

8. TA Signature:	
3	
9 Date:	

## DIRECTIONS FOR COMPLETING CLASS SHEET

The purpose of the Class Sheet is to ensure that the test results for each classroom or group are correctly identified by the appropriate teacher or test administrator.

	TO BE COMPLETED BY TH	IE TEACHER/TEST ADMINISTRATOR
1.	District Name	If your district name is not pre-printed, print it in the space provided.
2.	School Name	If your school name is not pre-printed, print it in the space provided.
3.	Teacher/Test Administrator's Name	Print and grid the teacher or test administrator's name.
4.	BEDS Code	If your BEDS code is not pre-slugged (i.e. the bubbles are not pre-gridded), print and grid your BEDS code in the boxes provided.
5.	Total Number of Test Booklets Returned for Scoring	Print and grid the total number of test booklets returned under this header. Grid leading zeros if necessary.
6.	Total Number of Test Booklets Returned for Scoring - ELA	Print the total number of <b>ELA</b> test booklets returned under this header.
7.	Total Number of Test Booklets Returned for Scoring - Mathematics	Print the total number of <b>Mathematics</b> test booklets returned under this header.
8.	TA Signature	Sign the completed form.
9.	Date	Print the current date.



11. Date:

## SCHOOL HEADER SHEET (REQUIRED)

Directions: Using a No. 2 pencil, complete this form and place it on top of the stack of all scorable materials being returned in this batch.

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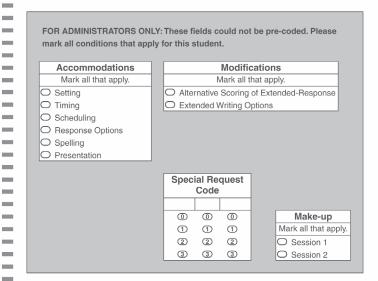
## DIRECTIONS FOR COMPLETING SCHOOL HEADER SHEET

The School Header Sheet identifies the district and school for purposes of scoring and reporting.

TO BE COMPLETED BY	THE SCHOOL TEST COORDINATOR
1. District Name	If your district name is not pre-printed, print it in the space provided.
2. School Name	If your school name is not pre-printed, print it in the space provided.
3. School Test Coordinator Name	Print your name in the space provided.
4. BEDS Code	If your BEDS code is not pre-slugged (i.e., the bubbles are not pre-gridded), print and grid your BEDS code in the boxes provided.
5. Graduation Express	Grid this bubble only if all materials being returned in this batch are to be processed as Graduation Express.
6. Total Number of Class Sets Returned for Scoring	Print and grid the total number of class sets returned under this header. Grid leading zeros if necessary.
7. Total Number of Test Booklets Returned for Scoring	Print and grid the total number of test booklets returned under this header. Grid leading zeros if necessary.
8. Total Number of Test Booklets Returned for Scoring - ELA	Print the total number of <b>ELA</b> test booklets returned under this header.
9. Total Number of Test Booklets Returned for Scoring - Mathematics	Print the total number of <b>Mathematics</b> test booklets returned under this header.
10. STC Signature	Sign the completed form.
11. Date	Print the current date.

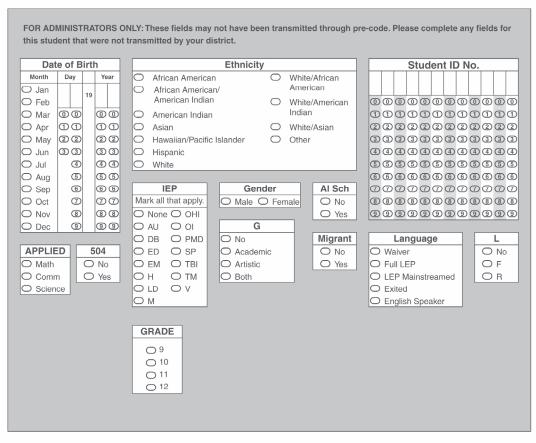
#### Forms A11-A17 are similar to this form with a different form number.

## **English Language Arts** South Carolina Please print. Use only No. 2 lead. High School **Last Name** First Name ${f A}$ ssessment Program BBBBBBBBBBBBBBBBBBBBBBBBBB **Teacher Name** School Name GGGGGGGGGGGGGGGGGGGGGGG **District Name** ATTEMPT 0000000000000000000000000000 O<sub>1</sub> O 2 BBBBBBBBBBBBBBBBBBBBBBBBBB O 3 SSSSSSSSSSSSSSSSSSSSSSSSSS FORM A10 **SPRING 2005** $oldsymbol{\mathsf{O}}$ Pre-ID HSAP: SECURE TEST OE0405A10 STATE ASSESSMENT SYSTEM SDE-12-0001 Mark Reflex® by NCS Pearson IM-171059-001:654321 ISD5350 Printed in U.S.A



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HSAP: SECURE TEST OE0405A10

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STATE ASSESSMENT SYSTEM SDE-12-0001

# **English Language Arts**

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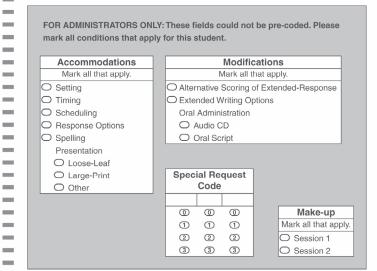
(Use for Oral Administrations and for transferring responses for Loose-Leaf and Large-Print)

**SPRING 2005** 

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STATE ASSESSMENT SYSTEM SDE-12-0001



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STATE ASSESSMENT SYSTEM SDE-12-0001

# **English Language Arts**

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**SPRING 2005** 

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 $HSAP: SECURE\ TEST\ OE1005C18BR$  Mark Reflex® by NCS Pearson IM-171071-001:654321 ISD5350 Printed in U.S.A.

STATE ASSESSMENT SYSTEM SDE-12-0001

FOR ADMINISTRATORS ONLY: These fields could not be pre-coded. Please mark all conditions that apply for this student. Accommodations Modifications Mark all that apply. Mark all that apply. O Setting Alternative Scoring of Extended-Response Extended Writing Options ○ Timing O Scheduling Oral Administration Response Options O Audio CD O Spelling Oral Script Presentation O Loose-Leaf C Large-Print Special Request Code O Other Make-up **(** (0) 0 1 1 1 Mark all that apply. 2 2 (2) O Session 1 3 3 3 O Session 2

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STATE ASSESSMENT SYSTEM SDE-12-0001

# **English Language Arts**

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Teacher Nar	ne	

School Name		

District Name

ATTEMPT
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FORM C Regular Print for Sign Language

**SPRING 2005** 

Pre-ID

HSAP: SECURE TEST OE1005C18SL Mark Reflex® by NCS Pearson IM-171055-001:654321 ISD5350 Printed in U.S.A.

STATE ASSESSMENT SYSTEM  $\,$  SDE-12-0001  $\,$ 

FOR ADMINISTRATORS ONLY: These fields could not be pre-coded. Please mark all conditions that apply for this student. Accommodations Modifications Mark all that apply. Mark all that apply. O Setting Alternative Scoring of Extended-Response O Timing C Extended Writing Options O Scheduling Signed Administration Response Options O Presentation O Spelling Special Request Code 0 0 0 Make-up 1 1 1 Mark all that apply. 2 2 2 O Session 1 3 3 3 O Session 2

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93	45	93	45					
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Date of Birth	Student ID No.						
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 ${\it HSAP: SECURE\ TEST\ OE1005C18SL}$ 

STATE ASSESSMENT SYSTEM SDE-12-0001

# **Mathematics**

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Teacher Name
School Name
District Name

> FORM A32 SPRING 2005

Pre-ID

MATHEMATICS & SCIENCE CLASSES TAKEN If you took any of these courses, darken the bubble for the course and the grade you were in.

MATHEMATICS						
	Grade					
	7	8	9	10	11	12
Mathematics for the Technologies 1	0	0	0	0	0	0
Mathematics for the Technologies 2	0	0	0	0	0	0
Algebra 1	0	0	0	0	0	0
Algebra 2	0	0	0	0	0	0
Geometry	0	0	0	0	0	0
Probability and Statistics	0	0	0	0	0	0
Precalculus	0	0	0	0	0	0
Calculus	0	0	Ö	0	0	0

SCIENCE							
	Grade						
	7 8 9 10 11				12		
Integrated Science	0	0	0	0	0	0	
Applied Biology 1	0	0	0	0	0	0	
Applied Biology 2	0	0	0	0	0	0	
Physical Science (during high school)	0	0	0	0	0	0	
Biology 1	0	0	0	0	0	0	
Pre-Chemistry	0	0	0	0	0	0	
Chemistry	0	0	0	0	0	0	
Environmental Science	0	0	0	0	0	0	
Marine Science/Marine Biology	0	0	0	0	0	0	
Pre-Physics	0	0	0	0	0	0	
Physics	0	0	0	0	0	0	

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#### MATH

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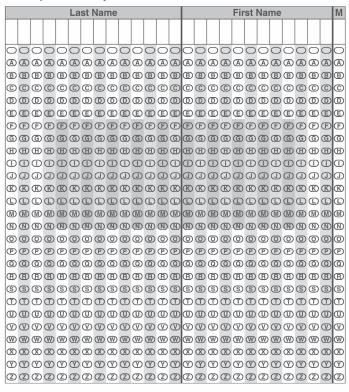
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HSAP: SECURE TEST OM0405A32

STATE ASSESSMENT SYSTEM SDE-12-0001

# **Mathematics**

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Teacher Name
School Name
District Name

ATTEMPT
O 1
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O 3

FORM C Regular Print for Braille

**SPRING 2005** 

Pre-ID

MATHEMATICS & SCIENCE CLASSES TAKEN If you took any of these courses, darken the bubble for the course and the grade you were in.

MATHEMATICS											
	Grade										
	7	8	9	10	11	12					
Mathematics for the Technologies 1	0	0	0	0	0	0					
Mathematics for the Technologies 2	0	0	0	0	0	0					
Algebra 1	0	0	0	0	0	0					
Algebra 2	0	0	0	0	0	0					
Geometry	0	0	0	0	0	0					
Probability and Statistics	0	0	0	0	0	0					
Precalculus	0	0	O	0	O	0					
Calculus	0	0	0	0	0	0					

SCIENCE												
Grade												
	7	8	9	10	11	12						
Integrated Science	0	0	0	0	0	0						
Applied Biology 1	0	0	0	0	0	0						
Applied Biology 2	0	0	0	0	0	0						
Physical Science (during high school)	0	0	0	0	0	0						
Biology 1	0	0	0	0	0	0						
Pre-Chemistry	0	0	0	0	0	0						
Chemistry	0	0	0	0	0	0						
Environmental Science	0	0	0	0	0	0						
Marine Science/Marine Biology	0	0	0	0	0	0						
Pre-Physics	0	0	0	0	0	0						
Physics	0	0	0	0	0	0						

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# **Mathematics**

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FORM C Regular Print for Sign Language

**SPRING 2005** 

Pre-ID

MATHEMATICS & SCIENCE CLASSES TAKEN If you took any of these courses, darken the bubble for the course and the grade you were in.

MATHEMATICS												
	Grade											
	7	8	9	10	11	12						
Mathematics for the Technologies 1	0	0	0	0	0	0						
Mathematics for the Technologies 2	0	0	0	0	0	0						
Algebra 1	0	0	0	0	0	0						
Algebra 2	0	0	0	0	0	0						
Geometry	0	0	0	0	0	0						
Probability and Statistics	0	0	0	0	0	0						
Precalculus	0	0	0	0	0	0						
Calculus	Ö	Ö	Ö	Ö	Ö	Ö						

SCIENCE													
SOILNOL	Grade												
	7 8 9 10 11												
Integrated Science	0	0	0	0	0	0							
Applied Biology 1	0	0	0	0	0	0							
Applied Biology 2	0	0	0	0	0	0							
Physical Science (during high school)	0	0	0	0	0	0							
Biology 1	0	0	0	0	0	0							
Pre-Chemistry	0	0	0	0	0	0							
Chemistry	0	0	0	0	0	0							
Environmental Science	0	0	0	0	0	0							
Marine Science/Marine Biology	0	0	0	0	0	0							
Pre-Physics	0	0	0	0	0	0							
Physics	0	0	0	0	0	0							

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Accommodations					
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	3	3	3		0

#### MATH

Start Time		Stop T	ime
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612	00	612	00
71	15	71	15
82	30	32	30
93	45	93	45
10 4		10 4	
11 (5)		11) (5)	

Date o	of Birth		Ethnicity		Student ID	No.
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 ${\tt HSAP: SECURE\ TEST\ OM0405C32SL}$ 

STATE ASSESSMENT SYSTEM SDE-12-0001

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#### A. GENERAL INFORMATION

#### 1. Definition of an Individual with Disabilities

A student with a documented disability is one who has been evaluated and found to meet the eligibility criteria for enrollment in special education as defined by the Individuals with Disabilities Education Act (IDEA 97) and South Carolina State Board of Education Regulation 43-243.1 or one who has a disability covered under Section 504 of the Rehabilitation Act of 1973.

#### 2. IEP and 504 Plan Requirements

- Students with a current Individualized Education Program (IEP) or 504 Plan **must participate** in the HSAP assessment process. Students may participate in the assessment in the same manner as other students or with accommodations or modifications. If the student cannot participate with accommodations or modifications, the student must be designated as requiring alternate assessment and tested with the HSAP Alt when age eligible.
- The IEP or 504 Plan team determines **how** a student with disabilities participates in the HSAP assessments. Decisions about accommodations, modifications, and alternate assessment must be made on an individual student basis, not on the basis of the category of disability.
- Accommodations, modifications, and/or supplemental materials and devices must be
  consistent with those used routinely in classroom instruction and assessment throughout the
  school year. Any accommodations, modifications, and supplemental materials and devices
  used for instruction and assessment must be documented in the student's IEP or 504 Plan.

#### 3. Monitor Statement

The requirements regarding monitors (see page 8) also apply to the testing of students with disabilities. A Test Administrator (TA) must be in the room at all times when materials are not in locked storage, even if a monitor is present.

#### 4. Special Requests

The IEP team or 504 Plan team may determine a student requires an accommodation, modification, or supplemental device that is not specifically addressed in this Appendix. The DTC should use the Special Request Form located in Section H of this appendix to request the use of specific accommodations, modifications, or supplemental materials or devices during testing. Fax this form to Courtney Johnson at (803) 734-8527. Once approved, you will be given a code to enter on the student's test booklet. If you have further questions, contact Courtney at jcjohnso@sde.state.sc.us or (803) 734-3552.

Note: Special circumstances do not include broken arms, etc. See page 15 of this manual for further details.

## **B. ACCOMMODATIONS**

#### 1. Definition of An Accommodation

An accommodation is defined as a change in the testing environment, procedures, or presentation that does not alter what the test measures or the comparability of scores. The purpose of accommodations is to enable students to participate in an assessment in a way that allows knowledge and skills to be assessed rather than disabilities.

#### 2. Examples of Accommodations

Table I presents examples of accommodations typically used by students to access the HSAP.

AccommodationExamplesSettingpreferential seating, separate location, small group, individual<br/>administrationTimingfrequent breaks, extended breaksSchedulingafternoon administration, multiple testing sessions per day,<br/>multiple testing daysPresentationhighlighting, cues, reading aloud, repeating/signing directions,<br/>oral/signed administration

in the test booklet or on separate pages

provided by the district, see section E

poor speller's dictionary, electronic speller

bold-line paper, typing responses, nonverbal indication of answer choices, dictation of responses, braille test responses, responding

Table I — Accommodations for HSAP

#### Setting

Spelling

and Devices
Special Requests

**Response Options** 

Supplemental Materials

The HSAP should be administered in a setting appropriate to the student's individual needs. Setting accommodations may include the following:

see form in section H

- preferential seating in the classroom.
- separate location with minimal distractions.
- small group in a separate location.
- individual in a separate location.

#### **Timing**

HSAP is not a timed test. Students may take as long as they need to complete the test during the school day when possible. Any timing accommodations must be monitored to maintain test security. Timing accommodations may include the following:

- frequent breaks in the testing room without contact with other students.
- extended breaks that may involve contact with other students.

## Scheduling

The student may take portions of the HSAP over several days, as long as all testing is completed by the last day of make-up testing. Students may not go back to previously completed sections of the test. Scheduling accommodations may include the following:

- administering the test in the afternoon rather than the morning.
- administering the test in one day with one or several testing sessions per day.
- administering the test over several days with one or several testing sessions per day.

#### Presentation

The student may require presentation accommodations or a customized format of the test. These accommodations may include the following:

- Highlighting within the test Highlighting can only be done in large-print and loose-leaf test booklets. This is because these booklets are nonscannable and student responses to the multiple-choice questions will be transcribed to the student's Form A test booklet for scoring.
  - The **TA** may highlight key words or phrases for students in the directions for the loose-leaf or large-print test booklets. For example, TAs may highlight phrases such as "use complete sentences" or "show your work" in the student's test booklet.
  - The **student** may highlight words, phrases, sentences, etc., in reading passages or test items in the loose-leaf or large-print test booklets.
- Cues The TA may write cues, use cue symbols, or verbally cue the directions in the test booklet (e.g., providing arrows, stop signs, or phrases like "Read this").
- **Student reading test aloud to himself/herself** A student may read the test questions aloud to himself/herself. This accommodation requires an individual administration of the test.
- **Student repeating/signing directions to the TA or interpreter** The student may ask for clarification of the directions or sign the directions to demonstrate his or her understanding.
- **Directions in sign language** TAs may sign, cue, or communicate through a sign language interpreter or transliterator, directions or other information that is normally read aloud to students. **This does not require a sign language videotape.**

- **Customized forms** The DTC must order these forms from the contractor. For more information about customized forms see Section D of this Appendix.
- Oral/Signed administration of mathematics Oral and signed administrations of mathematics tests are accommodations, because these tests assess knowledge of mathematical content standards, not reading ability.
  - An **Oral Administration Script** must be used if the TA reads the directions, questions, <u>and</u> most answer choices to the student.
  - An **Oral Administration CD** may be used by either the student or the TA. The CD contains directions, questions, and most answer choices.
  - A **Signed Administration Videotape** These videotapes are available for students who use Pidgin Signed English (PSE), Signed Exact English (SEE), or American Sign Language (ASL). The videotapes contain directions, questions, and most answer choices.

#### **Response Options**

The student may require an alternative method of responding to a test question. The procedures for using the alternative response options are in Section F of this Appendix. Response options may include the following:

- **Bold-line paper** Students may use bold-line paper for responding to constructed-response items, extended-response items, and for the rough drafts for the extended-writing responses. The district must provide the student with the bold-line paper. Pages of final responses must be inserted in the student's Form C Regular-Print test booklet for braille.
- **Typing the responses** Students may type their responses to the constructed-response or extended-response items using a typewriter or computer. Pages of final responses must be inserted in the student's Form C Regular-Print test booklet.
- Nonverbal indication of answer choices for multiple-choice items Students may indicate their answer choices nonverbally (e.g., by pointing or using an augmentative communication device).
- **Braille test response options** Students may use a braillewriter, slate and stylus, or electronic braille note-taking device. All braille responses must be transcribed to a Form C Regular-Print test booklet for braille.
- Responding in the customized test booklets or on separate pages Students may mark their responses directly in their test booklets or on separate pieces of paper. All final multiple-choice, constructed and extended responses must be in a Form C Regular-Print test booklet.

Appendix C
Testing Students with Documented Disabilities

## **Spelling**

The spelling accommodation may **only be used during the extended-response writing portion of the ELA test**. Students may use the following:

- A poor speller's dictionary (e.g., *The Misspeller's Dictionary*) may be used to allow a student to look up a word phonetically to determine the correct spelling.
- An electronic speller may be used that has only spelling corrections, listing of words, and easily confused word applications. Other applications provided in electronic speller devices must not be used. The TA must prohibit student access to all other applications associated with the device.

Note: This accommodation does not include teacher- or student-made dictionaries, picture dictionaries, or word lists. Refer to page 14 in this manual for additional information.

## C. MODIFICATIONS

#### 1. Definition of A Modification

A modification is defined as a change in the testing environment, procedures, or presentation that **changes the meaning of the test scores**. Modifications compromise the validity and alter the meaning and comparability of test scores.

Note: The student's permanent record and any other school documents that contain scores from a modified administration must state that the student used modifications.

#### 2. Examples of Modifications

Table II presents examples of modifications typically used to access each content area of the HSAP.

Table II — Modifications for HSAP

Subject	Examples
ELA	oral/signed administration alternative scoring for extended-writing response extended writing options special request
Mathematics	special request

#### **Oral/Signed Administration of ELA**

An **Oral Administration Script** must be used to conduct an oral administration of ELA tests. This script contains instructions for the TA to read the passages, test questions, and most answer choices to the students.

An **Oral Administration CD** may be used by either the student or the TA. The audiotape contains directions, questions and most answer choices.

Customized sign language **Videotapes** in ASL, PSE, or SEE must be used during the signed administration of the ELA test if the student requires signing of the passages, test questions, and some answer choices.

## Appendix C

Testing Students with Documented Disabilities

## **Alternative Scoring for Extended-Writing Response**

Alternative scoring focuses more on the content of the response and less on writing mechanics (spelling, grammar, punctuation, etc.). The alternative scoring rubric may be found in Section H of this appendix.

## **Extended-Writing Options**

Students may use computers with word processing software including spell check, grammar check, word prediction programs, and voice-activated software.

## D. CUSTOMIZED MATERIALS

Customized test materials will be provided as ordered by the district. No overage will be sent. The table below presents the types of customized materials used during HSAP as well as packing information.

Table III — Customized Materials (Form C) for HSAP

<b>Test Materials</b>	For the student who:	The TA will:
Loose-Leaf	needs to remove individual pages, needs one item per page, and/or needs to highlight text	transcribe the student's multiple-choice responses to a Regular-Print <b>Form A</b> test booklet and remove and identify any pages containing constructed and extended responses
Large-Print	has difficulty reading text in a standard-size font and/or needs to highlight text	transcribe the student's multiple-choice responses to a Regular-Print <b>Form A</b> test booklet and remove and identify any pages containing constructed and extended responses
Braille	reads classroom materials in braille	transcribe the student's multiple-choice, constructed and extended responses to a Regular-Print Form C test booklet
Regular-Print Form C	is deaf or hard of hearing, with or without a signed administration, or needs an oral administration and no other customized form, and/or will type or write his/her responses on separate pages and needs no other customized form	verify that the student's multiple-choice responses are marked in this booklet (or transcribe to this booklet) – constructed and extended responses that are not written in the booklet must be properly identified and placed in the inside front cover of this booklet for scoring
Oral Scripts or Audio CDs	needs an oral administration and can be used with any other customized form	verify that the student's multiple-choice responses are marked (or transcribed) in a Regular-Print Form C booklet – constructed and extended responses that are not written in the booklet must be properly identified and placed in the inside front cover of this booklet for scoring
Sign Language Videotape	needs a signed administration (all directions, questions and most answer choices are signed)	verify that the student's multiple-choice responses are marked (or transcribed) in a Regular-Print Form C booklet – constructed and extended responses that are not written in the booklet must be properly identified and placed in the inside front cover of this booklet for scoring

- 1. **Loose-Leaf Test Booklets** These test booklets are printed in a 12-point font on 8½-inch by 11-inch single-sided paper and placed in 3-ring binders. The individual pages can be removed so that the students can write or type answers to constructed-response and extended-response items. This form also contains one test item per page for ELA and mathematics. The TA may remove and reinsert the pages for the student. Students' multiple-choice responses must be transcribed to a **Form A** test booklet.
  - When a loose-leaf test booklet is ordered, a **Form A** test booklet is automatically sent with the order.
- 2. Large-Print Test Booklets The large-print version is a 9-inch by 12-inch spiral-bound booklet in 18-point sans serif type. Students' multiple-choice responses must be transcribed to a Form A test booklet.
  - When a large-print test booklet is ordered, a **Form A** test booklet is automatically sent with the order.
- 3. **Braille Test Booklets** The braille version is in a 3-ring binder with 11½-inch by 11-inch interpoint braille pages. All students' multiple-choice responses and constructed and extended responses must be transcribed to a Form C Regular-Print test booklet for braille.
  - When a braille test booklet is ordered, a Form C Regular-Print test booklet for braille is automatically sent with the order.
- 4. **Form C Regular-Print Test Booklets** This is the test booklet where all student responses must be written, transcribed, or inserted and be returned for scoring. It comes in an 8½-inch by 11-inch double-sided, saddle-stitched booklet printed in a 12-point font.
- 5. **Oral Administration Scripts or Audio CDs** Scripts provide the directions to TAs regarding the appropriate way to read test questions, passages, and some answer choices to the student(s). The DTC must order the oral script through the test contractor according to the number of TAs that need them. Oral script booklets are printed in a 12-point font on 8½-inch by 11-inch double-sided paper and are saddle-stitched.
  - Audio CDs are used for individual or small-group administration. Either the TA or student may operate the CD player.
- 6. **Sign Language Videotapes** The videotapes may be used for group or individual testing. The tapes include the signed test directions, questions, and some answer choices. Each VHS tape contains a sign language administration one language per videotape.
  - American Sign Language (ASL)
  - Pidgin Signed English (PSE)
  - Signed Exact English (SEE)

Note: If the student needs **only** the directions signed, do not order a videotape.

## E. SUPPLEMENTAL MATERIALS AND DEVICES

#### Students should be reminded to wear prescribed eyeglasses or hearing aids for testing.

Students with disabilities may use the following supplemental materials in conjunction with any test form. Supplemental materials and devices should be those used with the student's daily instruction and documented in the IEP or 504 Plan. If any of these materials are used, the district or school must supply them. (For materials and devices not listed, please see Section H of this Appendix for the special request form.)

- Amplification equipment or special acoustics (e.g., auditory trainer, sound field system)
- Magnifying device or special lighting (e.g., closed-circuit television, optical low-vision aid)
- Color overlays
- Pointer, non-calibrated ruler, template, or other devices to assist in maintaining visual attention
- Braille writer, braille note-taking device, typewriter, or word processor
- Pencil grips or large-diameter pencil
- Special adaptive/assistive devices (e.g., adaptive keyboard, voice synthesizer, calculator)

  Note: If a student uses a computer-based calculator for mathematics, the TA must disable any application not allowed by the calculator use policy on page 9 of this manual.
- Tape recorder and cassette
- Television monitor and VCR
- Adaptive or special furniture
- Abacus

#### F. ADMINISTRATION PROCEDURES

The TA will read directions as necessary. Wording changes may be necessary depending on the mode of response by the student. (Example: Instead of telling a student to "Mark your answers in your test booklet," you may say, "Point to your answer and I will mark your answer in your test booklet."

Some specific procedures for administering the HSAP are listed below.

#### Scheduling

- 1. Estimate the duration of each testing session for the student.
- 2. Determine if the student can complete the test in one day or several days.
- 3. If it is determined that the student requires testing over several days, divide the test into "sections" according to the time allotted for each test session. Each "section" should end with the last question on an odd-numbered page so the student is not able to see test questions for the next session.
- 4. During each testing session, the student may work only on test questions for that "section." The student may not go back and work on any "section" from a previous session.

#### **Using Bold-Line Paper**

- 1. Although a student may use any customized test booklet, final constructed and extended responses on bold-line paper must be inserted inside the front cover of a Form C Regular-Print test booklet. This is the same test booklet that has the student's multiple-choice responses, gridded by the student or transcribed by the TA.
- 2. Follow the directions for return procedures in Section G of this appendix.
- 3. Papers with student responses must be labeled using the procedures found in Section G of this appendix.

#### **Typing the Responses**

- 1. Any separate sheets with final typed constructed or extended responses must be inserted inside the front cover of a Form C Regular-Print test booklet.
- 2. Students may use a dictionary and thesaurus during the extended writing portion of the ELA test.
- 3. If the student used a loose-leaf test booklet to type constructed and extended responses, these pages must be removed from the loose-leaf test booklet and placed inside the front cover of the Form A test booklet.
- 4. Papers with student responses must be labeled using the procedures found in Section G of this appendix.

## **Computer Software Issues When Students Type Responses**

- A student **may** use the spell check and other word processing features as an accommodation to complete **constructed-response** items produced with a computer for ELA and mathematics.
- If a student **uses** computer-enhanced writing programs (e.g., on-line thesaurus, spell check, grammar check, outline program) when responding to the **extended-response** item of the ELA assessment, this is a modification. If a student **does not use** computer-enhanced writing programs, this is an accommodation. If used as an accommodation, the TA must disable the software programs and the student must be monitored while using a computer.

#### **Nonverbal Indication of Answer Choices for Multiple-Choice Items**

- 1. A monitor **must** be present during the administration. In addition, the TA **may** choose to videotape the administration.
- 2. The student indicates his or her answers nonverbally by pointing or by using an augmentative communication device. The TA marks the student's answer in the Form C Regular-Print test booklet.
- 3. The videotape (if applicable) must be labeled and returned with the test booklet to the contractor.
- 4. Follow the directions for return procedures in Section G.

#### Dictation of Responses to Multiple-Choice and Constructed-Response Items

- 1. A monitor must be present during the entire session. In addition, the TA may choose to tape record the administration.
- 2. The student dictates the answer choice for multiple-choice and constructed-response items to the TA. The TA writes the student's responses to the constructed-response items in the test booklet, in Standard English, because they are not scored for spelling, grammar, or punctuation.
- 3. The student may make desired edits as the TA writes the response.
- 4. The audiotape (if applicable) must be labeled and returned with the test booklet to the contractor.
- 5. Follow the directions for return procedures in Section G.

## **Dictation of Responses to Extended-Response Items**

- 1. A monitor must be present during the entire session **and** the entire session must be taperecorded.
- 2. Students may use a dictionary and thesaurus during the extended writing portion of the ELA test.

- 3. The student may make prewriting notes or an outline using the prewriting page, pencil and paper, typewriter, braillewriter, or a word processor or electronic braille note taker (with spell check, grammar check, on-line thesaurus, and outlining programs disabled).
- 4. When the student is ready to begin dictating, the TA **turns on the tape recorder**. As the student dictates the first draft to the TA or scribe, he or she may make changes and revisions.
- 5. The student may supply instructions on capital letters, punctuation, and paragraphing as he/she dictates the composition or may wait until after the draft is dictated to supply this information. If the student does not supply directions on capitalization, punctuation, and paragraphing as he/she dictates the first draft of the composition, the TA writes the composition in all lower case letters with no punctuation or paragraphing.
- 6. When the student has completed dictating the first draft, the TA reads the draft to the student and asks the student to spell each word in the first line and every fifth word thereafter. The student must spell all of the designated words even if they are words repeated from a previous line. The TA repeats the student's spelling aloud to allow the student to double-check the spelling.
- 7. Before dictating the spelling, the student may write the word on a separate sheet of paper using any appropriate mode. If necessary, as the student spells each word, the TA may write the word on a separate sheet of paper for the student to see. If the student misspells a word, the TA must write it using the student's spelling throughout the composition. If the student is asked to spell the same word twice and spells it incorrectly the first time and correctly the second time, the TA must spell it correctly in any subsequent spellings. The administrator does not correct the first spelling of the word unless the student requests a change.
- 8. If the student did not supply instructions regarding capitalization, punctuation, and paragraphing during testing, the student should supply those instructions at this time. Students who have already supplied this information may make corrections to the spelling, capitalization, punctuation, and paragraphing. The TA makes the requested changes for the student to see.
- 9. When the student indicates satisfaction with the draft, the TA turns off the tape recorder.
- 10. The TA transcribes the student's final response into the test booklet. The student may proofread the final response prior to submitting.
- 11. The TA labels all draft materials (print or braille) with the appropriate information and returns them with other secure, nonscorable materials from the school.
- 12. Follow the directions for return procedures in Section G.

#### Braille responses to Multiple-Choice, Constructed-Response and Extended-Response Items

- 1. This form is used by students who read classroom materials in braille. Students may use a braillewriter, slate and stylus, or electronic braille note taker, provided by the district, to answer test items.
- 2. Answers marked in the braille test booklet or written in braille must be transcribed by the TA into a Form C Regular-Print test booklet.

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- 3. If the student reads the braille responses aloud to the TA, a monitor must be present during the administration to verify in writing that the student's multiple-choice and constructed responses were recorded correctly. For extended responses, a monitor must be present **and** the session must be tape-recorded.
- 4. The student's braille responses must be labeled and returned with the braille test booklet to the contractor with the secure, nonscorable shipment.
- 5. Follow the directions for return procedures in Section G.

#### **Oral Administration**

Oral Administration of ELA is a modification. Oral Administration of mathematics is an accommodation.

To prepare for the oral administration of the test, the TA may review the **Oral Administration Script or Audio CD** the afternoon before the test. All reviews must take place at the school with no students present, and be coordinated through the STC with adherence to test security procedures.

Use the **Oral Administration Script or Audio CD** accompanying the appropriate version of the assessment. (The student may use Form C Regular-Print, loose-leaf, braille, or large-print versions.)

There are three formats available for administering the oral administration.

## Format 1: CD Player Operated by TA

- a. The TA operates a CD player provided by the school.
- b. Students may be tested individually or in a small group. If the small-group option is used, it is strongly recommended that the students be compatible in terms of learning styles. Otherwise, pacing the testing could be problematic.

#### Format 2: CD Player Operated by Student

Students using format 2 should already know how to use CD players (this should be one of their primary instructional modes). The CD player should be the type that the students ordinarily used during instruction.

- a. Each student uses headphones and operates a CD player provided by the school.
- b. Students may be tested individually or in small groups. A CD player and headphones must be supplied for each student.

#### Oral Administration Procedures for Formats 1 and 2

- 1. Make sure that you have the appropriate and correct number of CDs and CD players with "Cue-Function" buttons.
- 2. Begin by reading aloud the administration directions from the TAM.
- 3. If format 1 is used, monitor the students and adjust the pace and flow of the CD accordingly. If a student wants a passage and/or question repeated, the TA should allow the students to hear the passage and/or question again. The entire passage and/or question **must** be replayed. For format 2, students may replay passages and/or questions as needed.
- 4. Items may be replayed as many times as necessary. During group administrations, if there are numerous requests for repetitions, the TA may choose to replay items **only once** during the testing session and then repeat items as necessary at the end of the testing session.
- 5. At the end of each objective section and at the end of the day's testing session, replay specific passages and/or questions as requested.
- 6. The narrator on the CD will say, "Pause to allow students to answer the question" after each item has been read. The CD player should be stopped to allow time to select an answer.

While some conversation between the student(s) and TA is expected, **discussion concerning interpretation of any test item content is not permitted**. Do not converse with the student(s) about any test items. Try to respond to student questions by repeating instructions or replaying messages or test questions as needed.

#### Format 3: To Be Read by TA

- a. The TA reads aloud from the Oral Script.
- b. Students may be tested individually or in small groups. If the small-group option is used, it is strongly recommended that the students be compatible in terms of learning styles. Otherwise, pacing the testing could be problematic.

#### **Oral Administration Procedures for Format 3**

- 1. Begin by reading aloud the administration directions from the TAM and the Oral Script.
- 2. Read the script exactly as it is written. No modifications in the wording of the test items are allowed. Each item is printed directly in the script. Special instructions for administering particular items are included as needed.
  - For the reading subtest, read the answer choices as directed in the oral script, even if the student chooses an answer before you have finished reading.
  - For the mathematics subtest, you are allowed to read only what is printed in the oral script; students may be required to read information presented in the graphics (e.g., tables, pictures, and charts) or in the answer choices.

Read the test items as clearly as possible. Do not give your own emphasis to any word or phrase. When administering the reading items, read each answer choice in the same manner so as not to cue or miscue the student. An unconscious pause, or change of inflection, and/or facial

expression can be misleading or distracting to the student. Be particularly aware of the grammatical make-up and structure of the items. Allow breaks in your voice to convey commas, end-of-sentence punctuation, and paragraph breaks. Pause between questions or statements and answer choices to give the student time to reflect on the items. Follow the student's direction as to how quickly or slowly to read. Pause at the student's request.

- 3. Give the student sufficient time to respond. However, if the student pauses for a considerable period of time, ask the student if he or she wants you to repeat the item.
  - Students may request to skip an item and return to it later.
  - Repeat passages and/or questions as requested. The **entire** passage and/or question must be reread. Items may be repeated as many times as is necessary. During group administrations, if there are numerous requests for repetitions, the TA may choose to reread items **only once** during the testing session and then repeat items as necessary at the end of the testing session.
  - At the end of each objective section and at the end of the day's testing session, reread any specific passages and/or questions as requested by the student.

While some conversation between the student(s) and TA is expected, **discussion concerning interpretation of any test item content is not permitted.** Do not converse with students about any test items. Try to respond to student questions by rereading instructions, passages, or test questions as needed.

#### **Signed Administration**

Signed Administration of ELA is a modification. Signed Administration of mathematics is an accommodation. Videotapes incorporate the writing passages and directions.

- 1. To prepare for interpreting the test, TAs and/or sign language interpreters may review the **Signed Administration Videotapes** forty-eight hours prior to HSAP administration. All reviews must take place at the school with no students present, and be coordinated through the STC with adherence to test security procedures.
- 2. Students may request to skip an item and return to it later. In this case, **the entire passage or question must be played again**. Items may be repeated as many times as is necessary.
- 3. While some conversation between the student(s) and TA is expected, **discussion concerning interpretation of any test item content is not permitted**. Do not converse with students about any test questions. Respond to student questions by replaying the instructions, passages, or test questions as needed.

## G. RETURN PROCEDURES

#### 1. Transferring Student Reponses

All multiple-choice responses must be in a Regular-Print test booklet. If the student is using a large-print or loose-leaf test booklet, the multiple-choice responses must be transcribed to a **Form A** test booklet by two individuals and be carefully checked for accuracy. If a student uses braille materials, all student responses, including extended writing and constructed responses, must be transcribed to a **Form C** Regular-Print test booklet. The two individuals transcribing the student's answers also must grid the student's start and stop times on the inside front cover of the test booklet.

- Write identifying student information on each piece of paper turned in by the student.
- Make sure all of the student responses and student demographic information in the test booklet is completed.
- If the student wrote his or her constructed-response or extended-response answers in the large-print or loose-leaf test booklet, tear out the pages with the student's responses.
- Place all of the student's final response documents inside the Regular-Print test booklet (Form A or Form C, depending on which format the student used) and then inside a labeled manila envelope as explained in the next section. The student's used test booklet, scratch paper, and, if applicable, the audiotape or videotape of the student's responses must be returned with the nonscorable materials.

#### 2. Identifying Student Materials

The information shown below must be written on each separate piece of paper, including both final and draft versions of dictated responses, all constructed and extended responses for looseleaf and large-print test booklets, braille responses, and bold-line or typed responses:

- District Name
- School Name
- Teacher Name
- Student Name
- Student ID
- Test booklet security number of the **Regular-Print** test booklet.

All final responses must be returned in a manila envelope along with the Regular-Print test booklet. Use one envelope per student. Label the envelope as shown in the following diagram.

## Manila Envelope

Thorton District
Thorton High School
Ms. Wilson
John Smith
ID# 123456789012
Security# 90088888

## 3. Labeling and Coding of the Regular-Print Test Booklet

- Place a customized pre-ID or linking label on each test booklet to be scored. (If a student has customized labels for both subjects and only needs a customized format for one subject, the yellow customized pre-ID label may be used for a Form A booklet.)
- Ensure that all applicable fields on the test booklets are coded correctly. The accommodations and/or modifications fields must be coded correctly to ensure that students are properly identified for scoring and reporting purposes. (See the graphic of the coding fields on the following page.)
- Record on the Student Make-Up Roster the names of students who missed the test.
- Separate the completed test booklets from the test booklets for students who need to make up a test.
- Putting the materials in numeric order by security number is recommended, but not required; this procedure may simplify signing in materials to the STC.
- Place the student's Regular-Print test booklet with the final constructed responses and extended response into the labeled manila envelope.

Note: The contractor will not edit or verify any fields on the test booklet cover. If information is omitted or coded incorrectly, the test(s) may not be scored correctly. **Rescoring will be done at the expense of the school district.** 

Appendix C	
Testing Students with Documented Disabilities	

#### **Accommodations for ELA and Mathematics:**

Accommodations	Accommodations
Mark all that apply.	Mark all that apply.
○ Setting	○ Setting
○ Timing	○ Timing
○ Scheduling	○ Scheduling
O Presentation	O Presentation
Response Options	Response Options
○ Spelling	

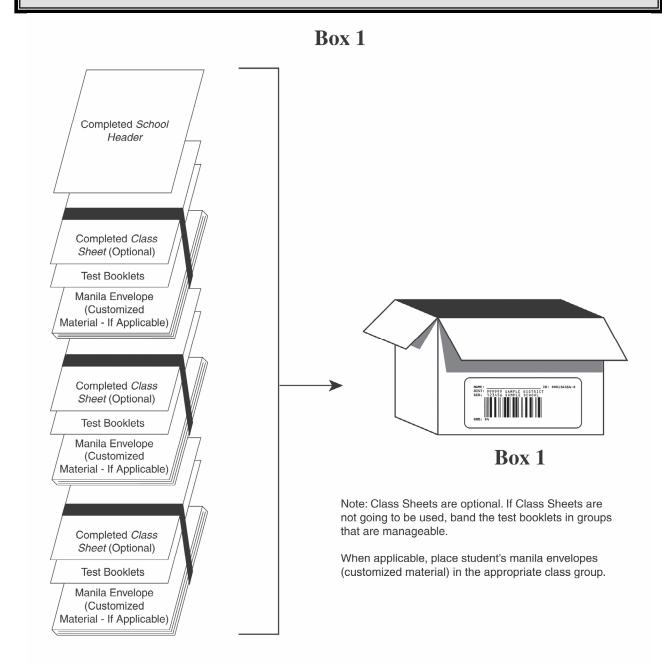
ELA Mathematics

#### **Modifications for ELA:**

Modifications
Mark all that apply.
Alternative Scoring
C Extended Writing Options
Oral Administration
Signed Administration

## 4. Packaging of Test Materials

- Seal the manila envelope and place it in the box with the scorable materials, under the appropriate completed class sheet.
- Stack the materials as shown in the following illustration.
- For ELA, stack and place a paper band around the rough drafts. Write your name, the school name, and the district name on the paper band. Return these with the nonscorable materials.
- Return the oral scripts, audio CDs, and videotapes with the nonscorable materials.
- Return all materials to the STC. Sign in secure materials on the School Security Checklist.



#### H. ADDITIONAL INFORMATION

In this section, you will find the following:

- Special Request Form Use this form to request an accommodation, modification, or supplemental device that is not specifically addressed in this appendix.
- Accommodations and Modifications Tables for HSAP This page may be reproduced for school or district personnel as a quick reference to the accommodations and modifications for HSAP.
- Customized Forms Table This page may be reproduced for school or district personnel as a quick reference to the customized materials for HSAP.
- Extended-Response Scoring Guide for Alternative Scoring This is the rubric used with the alternative scoring for extended writing modifications.

# Office of Assessment Special Request Form For the Spring 2005 Administration of HSAP

Student Name:	SASI ID#:	
District:	School:	
Content area(s) for which circumstance or	request will apply:	
Specific accommodation/modification req	uested or circumstance involved:	
Reason for requesting accommodation/mo	dification:	
List of attached IEP documentation (i.e., s etc.)	tate assessment information, instructional st	upports,
District Test Coordinator (Print)	District Test Coordinator fax number	
District Test Coordinator (Signature)	Date	
School Representative's Signature	Date	

Please fax this form and appropriate documentation to Courtney Johnson at (803) 734-8527. You will receive notice of status by fax within 5 business days.

Appendix C
Testing Students with Documented Disabilities

Table I — Accommodations for HSAP

Accommodation	Examples
Setting	preferential seating, separate location, small group, individual administration
Timing	frequent breaks, extended breaks
Scheduling	afternoon administration, multiple testing sessions per day, multiple testing days
Presentation	highlighting, cues, reading aloud, repeating/signing directions, oral/signed administration
Response Options	bold-line paper, typing responses, nonverbal indication of answer choices, dictation of responses, braille test responses, responding in the test booklet or on separate pages
Spelling	poor speller's dictionary, electronic speller
Supplemental Materials and Devices	provided by the district, see section E
Special Requests	see form in section H

Table II — Modifications for HSAP

Subject	Examples
ELA	oral/signed administration alternative scoring for extended writing response extended writing options special request
Mathematics	special request

Table III — Customized Materials (Form C) for HSAP

Test Materials	For the student who:	The TA will:
Loose-Leaf	needs to remove individual pages, needs one item per page, and/or needs to highlight text	transcribe the student's multiple-choice responses to a Regular-Print <b>Form A</b> test booklet and remove and identify any pages containing constructed and extended responses
Large-Print	has difficulty reading text in a standard-size font and/or needs to highlight text	transcribe the student's multiple-choice responses to a Regular-Print <b>Form A</b> test booklet and remove and identify any pages containing constructed and extended responses
Braille	reads classroom materials in braille	transcribe the student's multiple-choice, constructed and extended responses to a Regular-Print <b>Form C</b> test booklet
Regular-Print Form C	is deaf or hard of hearing, with or without a signed administration, or needs an oral administration and no other customized form, and/or will type or write his/her responses on separate pages and needs no other customized form	verify that the student's multiple-choice response are marked in this booklet (or transcribe to this booklet) – constructed and extended responses that are not written in the booklet must be properly identified and placed in the inside front cover of this booklet for scoring
Oral Scripts or Audio CDs	needs an oral administration and can be used with any other customized form	verify that the student's multiple-choice responses are marked (or transcribed) in a Regular-Print Form C booklet – constructed and extended responses that are not written in the booklet must be properly identified and placed in the inside front cover of this booklet for scoring
Sign Language Videotape	needs a signed administration (all directions, question and most answer choices are signed)	verify that the student's multiple-choice responses are marked (or transcribed) in a Regular-Print Form C booklet – constructed and extended responses that are not written in the booklet must be properly identified and placed in the inside front cover of this booklet for scoring

#### ACCOMMODATIONS FOR LEP STUDENTS

LEP students who score "below fluent" on their language assessment may use the following accommodations. If accommodations are used, complete the appropriate accommodation(s) codes on the inside front cover of the student's test booklet.

- LEP students may use a word-for-word bilingual dictionary during all HSAP tests. The dictionary **must not** include any examples, pictures, or definitions. Bilingual dictionaries that include examples and/or definitions may only be used during day 1 of ELA.
- A TA may reword the directions in any format or language necessary to enable the student to understand the task(s) by repeating in English, using the native language, etc. No other parts of the test may be reworded or translated.
- LEP students may participate in individual or small-group administration by the ESOL teacher or other school or district designee.
- LEP students may receive an oral administration of the HSAP mathematics test. The ELA test cannot be administered orally to LEP students unless they also have a documented disability and the IEP or 504 Accommodations Plan specifies oral administration of the ELA tests. See Appendix C for more information on oral administrations.
- LEP students may take additional time beyond the regularly scheduled test session to complete a test, but the test session cannot exceed the designated day.

## APPENDIX E

## NONSCANNABLE FORMS

In this appendix, you will find the following forms:

- Additional Materials Request Form
- School Security Checklists (ELA and mathematics)
- Testing Do Not Disturb Sign
- Student Make-Up Roster
- Testing Irregularity Form
- Comment Sheet



## **Additional Materials Request Form**

School Test Coordinators should use this form to order additional materials from DTCs. Place orders with your DTC far enough in advance to allow for materials to be shipped to the DTC and distributed to you before test day. All test materials will be shipped to district offices only.

1.	STCs	should	use thi	s form	to order	additional	materials.

2.	Send	this	comp	leted	form	via	fax	to	vour	DTO	Э.
									J		_

Date:	_District Name:
STC Name:	_School Name:
Phone #:	BEDS Code:

Item Name	Quantity
Test Administration Manual	
Linking labels (8 per page)	
Do Not Score labels (48 per page)	
Class Header	
School Header Sheet	
Graph paper	
Other (specify)	

Item Name	Mathematics	English
Form A test booklet		
Form C braille booklet		
Form C large-print booklet		
Form C loose-leaf booklet		
Form C regular-print test booklet		
Form C sign language videotape for ASL		
Form C sign language videotape for PSE		
Form C sign language videotape for SEE		
Form C oral administration script		
Form C oral administration audiotape		

STC Signature and Date	



#### SCHOOL SECURITY CHECKLIST

Name of School	l:		_
Name of STC :			_

The Test Administrator (TA) and School Test Coordinator (STC) must initial the "Sign Out" and "Sign In" columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packed for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure materials received from DTCs: Use the area below to record security numbers of additional secure materials received from the DTC.

#### **Secure Test Materials:**

		SESSION 1			SESSION 2						
		Sign Out Sign In Day 1 Day 1		Sign Out Sign In Day 2 Day 2			Packaged for Return				
Security Number	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials

Additional or Make-up Materials: Use this section to record additional materials received from the District Test Coordinator (DTC) and for documenting materials signed out and in for make-up testing.

				Sign	n Out	Sig	n In		
	Test Name	Security Number Range	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	Packag Ret	ged for urn
ŀ									
-									
t									
omments:									
curity State	nent:								
		t I instructed test administr y Checklist have been pack						dures and	that the seco
ate:		STC's Signature:							
ate:		Principal's Signature:							



#### SCHOOL SECURITY CHECKLIST

Name of School:	
Name of STC:	

The Test Administrator (TA) and STC must initial the "Sign Out" and "Sign In" columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the "Packed for Return" column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure materials received from DTCs: Use the area below to record security numbers of additional secure materials received from the DTC.

#### **Secure Test Materials:**

Secure Test Materials.		Sign Out		Sign In		Packaged for Return	
Security Number	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
	+	+					<del>                                     </del>

A 313141 1		N. / L. I	N. / C
Additional	oг	Make-up	Materials:

Additional or Make-up Materials:		errais.	Sign	Out	Sig	n In	]		
Test Name	Security Number Range	TA's Last Name	TA Initials	STC Initials	TA Initials	STC Initials	Packag Rei	ged for urn	
							-		
Comments:									
Security Sta	atement								
Regulations.	, and Procedures a	at I instructed test admind that the secure test red in the Test Administr	naterials sl	nown on t					
Date:	_	School Test Co	School Test Coordinator's Signature:						
Date:	_	Principal's Sign	Principal's Signature:						

There is a "Do Not Disturb" sign on the reverse side of this page. Please instruct the TA to post this sign on all doors of the testing room. You may make as many copies of this sign as you need.



## DO NOT DISTURB

High School Assessment Program

# Testing is taking place in this room.



#### STUDENT MAKE-UP ROSTER

District Name	Test Administrator
	·
School Name	Grade

### Students who partially or totally missed any HSAP test(s) must be scheduled for make-up. Directions to the Test Administrator:

- 1. List the name of each student who needs to make up any HSAP test(s).
- 2. For each student, place an "X" in the "Needs Make-Up" column for each test or portion of a test to be made up.

#### Directions to the Make-Up Test Administrator:

- 1. If a student attended the make-up testing, write "Yes" in the "Attended Make-Up?" column. If the student did not attend make-up testing, write "No" in the "Attended Make-Up?" column.
- 2. At the completion of testing each day, return ALL materials to the School Test Coordinator.

Student's Name	Needs Make-Up			Attended Make-Up? Yes or No			
Student s Ivame	ELA Session 1	ELA Session 2	Math	ELA Session 1	ELA Session 2	Math	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							



#### **Testing Irregularity Form**

Please document any disruption that occurred during testing that could have affected a student's test scores. Provide a description of the event and what actions you or others took to respond to it.

School Name:	
BEDS Code:	
Name of person completing this report:	
rame of person completing this report.	(Please print.)
Date:	` '

Return this form with the SC HSAP nonscorable test materials after testing.



	Optional
Name:	
District/School:	
Date:	
Phone/email:	

#### **Comment Sheet (Optional)**

We welcome your ideas and suggestions for improving the test administration procedures and manuals. If you have comments, please make them on this sheet, remove it from the manual, and return it in your shipment of nonscorable test materials.

RECEIPT AND RETURN OF MATERIALS
TEST ADMINISTRATION DIRECTIONS/MANUALS

Please complete reverse side.

TRAINING RECEIVED
TEST SECURITY/SECURITY CHECKLISTS
CODING ANSWER DOCUMENTS AND USING LABELS

